DOCUMENT RESUME

ED 287 563 PS 016 852

AUTHOR	Authier, Karen
TITLE	Child Abuse and Neglect: A Source Book for Early Childhood Providers.
INSTITUTION	Boys Town, Omaha, NE. Center for Abused Handicapped Children.
SPONS AGENCY	Nebraska State Dept. of Social Services, Lincoln.
PUB DATE	86
NOTE	112p.
PUB TYPE	Guides - Classroom Use - Guides (For Teachers) (052) -- Viewpoints (120)
EDRS PRICE	MF01/PC05 Plus Postage.
DESCRIPTORS	*Child Abuse; Child Caregivers; *Child Neglect; Definitions; Early Childhood Education; Guidelines; *Identification; *Intervention; Pretests Posttests; *Prevention; Resource Materials; Workshops
IDENTIFIERS	*Child Abuse and Neglect Reporting

ABSTRACT

This resource handbook and workshop guide for early childhood educators and caregivers provides a wide range of information about the abuse and neglect of children. Section I, which focuses on identification, reporting, and intervention, includes information about factors contributing to child abuse; short- and long-term effects; scope and definitions of abuse and neglect; reporting law and responsibility; the reporting process; and ways to maintain a relationship with the abusing or neglecting family after making a report. Section II, which concerns prevention, outlines ways in which an early childhood center can help prevent child abuse and neglect in the community; discusses ways to minimize risk of abuse in early childhood programs; and contrasts approved and disapproved discipline practices in day care centers. The brief, concluding Section III offers advice about what educators and caregivers should do if they are accused of child abuse or neglect. (RH)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED287563

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☒ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Karen Authier
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

PS 016852

Child Abuse And Neglect:

A Source Book For Early Childhood Providers

Center for Abused Handicapped Children

BOYS TOWN

"He ain't heavy, Father ... he's m' brother"

Boys Town National Institute for Communication Disorders in Children

BEST COPY AVAILABLE

CHILD ABUSE AND NEGLECT:

A SOURCE BOOK FOR EARLY CHILDHOOD PROVIDERS

CENTER FOR ABUSED HANDICAPPED CHILDREN
BOYS TOWN NATIONAL INSTITUTE FOR COMMUNICATION
DISORDERS IN CHILDREN

Karen Authier, MSW, ACSW
Administrative Director
Center for Abused Handicapped Children
Boys Town National Institute for Communication
Omaha, Nebraska

PROJECT CURRICULUM SPECIALIST
Karen Warr, M.A.

PROJECT CURRICULUM CONSULTANTS
Mary Fran Flood, MSW, ACSW
Mark Horton, M.D., M.S.P.H.
Joni Morford, B.S.
John Burke, J.D.

DEVELOPED THROUGH A CONTRACT WITH THE
NEBRASKA STATE DEPARTMENT
OF SOCIAL SERVICES

1986

TABLE OF CONTENTS

		PAGE
Introduction		1
Child Abuse Pretest/Post-Test		3
I.	Identification, Reporting, & Intervention: Abuse & Neglect	4
	Factors Contributing to Child Abuse	5
	Short & Long-Term Effects of Child Abuse & Neglect	16
	Scope & Definitions of Abuse & Neglect	27
	Reporting Law & Responsibility	38
	The Reporting Process	51
	How to Maintain a Relationship With the Family After Making a Report	63
II.	Prevention	68
	The Community & the Early Childhood Program: A Prevention Approach	69
	Minimizing Risk of Abuse in Early Childhood Programs	81
	Disciplinary Practices	95
III.	If You Are Reported	101

INTRODUCTION

As an early childhood provider, you are in a unique position to identify and prevent child abuse. Awareness of the importance of early childhood education (ECE) prompts many parents to send their children to preschool programs to provide for intellectual and social development in a group setting. Many young children spend more of their waking hours in out-of-home care than in their own homes. The percentage of mothers with young children who hold jobs outside the home has increased dramatically. Although some children with working mothers are cared for by other relatives or by caregivers coming into their own homes, early childhood education (ECE) centers and homes provide programs for many children on a full- or part-time basis.

In the past, infants, toddlers, and preschoolers were regarded as primarily home-based. Interactions with non-family members were monitored by the family. The increasing tendency to place infants, toddlers, and preschoolers in settings in which they interact with adults from outside the family has several ramifications. Children from abusive families may be placed in settings where you as a caring adult are in a position to identify the abuse and assist in obtaining protection for the children. On the other hand, some children may be placed in high-risk situations when they are left in out-of-home care with adults who have the opportunity to abuse or exploit them.

Your role is similar to that of extended family. In that role, you can provide support and guidance to parents and become part of the effort to prevent child abuse. Your ECE program also can serve as a resource for families when the goal is to keep children who have been identified as abused or neglected in their own homes.

This handbook was developed as a workshop outline and resource book for ECE teachers and caregivers who may at any time be faced with instances of actual or potential child abuse or neglect. It contains a wide range of information, only a portion of which can be covered in detail during the workshop itself. Therefore, the handbook is written with the intent that it may be a continuing reference and source of ideas, procedures, and problem-solving techniques as you deal with the challenge of recognizing and dealing with child abuse and neglect.

CHILD ABUSE

FACT OR FICTION

Take a minute to answer this quiz on child abuse and neglect. After you have completed the training, return to this page and see if you would change any answers.

1. A person who suspects child abuse and reports it in good faith can be sued by the parents if abuse is not proved. T F

2. If a parent is reported to Child Protective Services and an investigation shows that abuse has taken place, the child automatically will be removed from the parent's home. T F

3. Parents who abuse their children usually suffered abuse in their own childhood. T F

4. Abused children usually have poor hygiene and the housekeeping standards of abusive mothers are poor. T F

5. In a family with more than one child, one child may be singled out for abuse and the other children may be treated relatively well. T F

6. In Nebraska, if you suspect a case of child abuse and report it to your supervisor, you have no further responsibility for the matter. T F

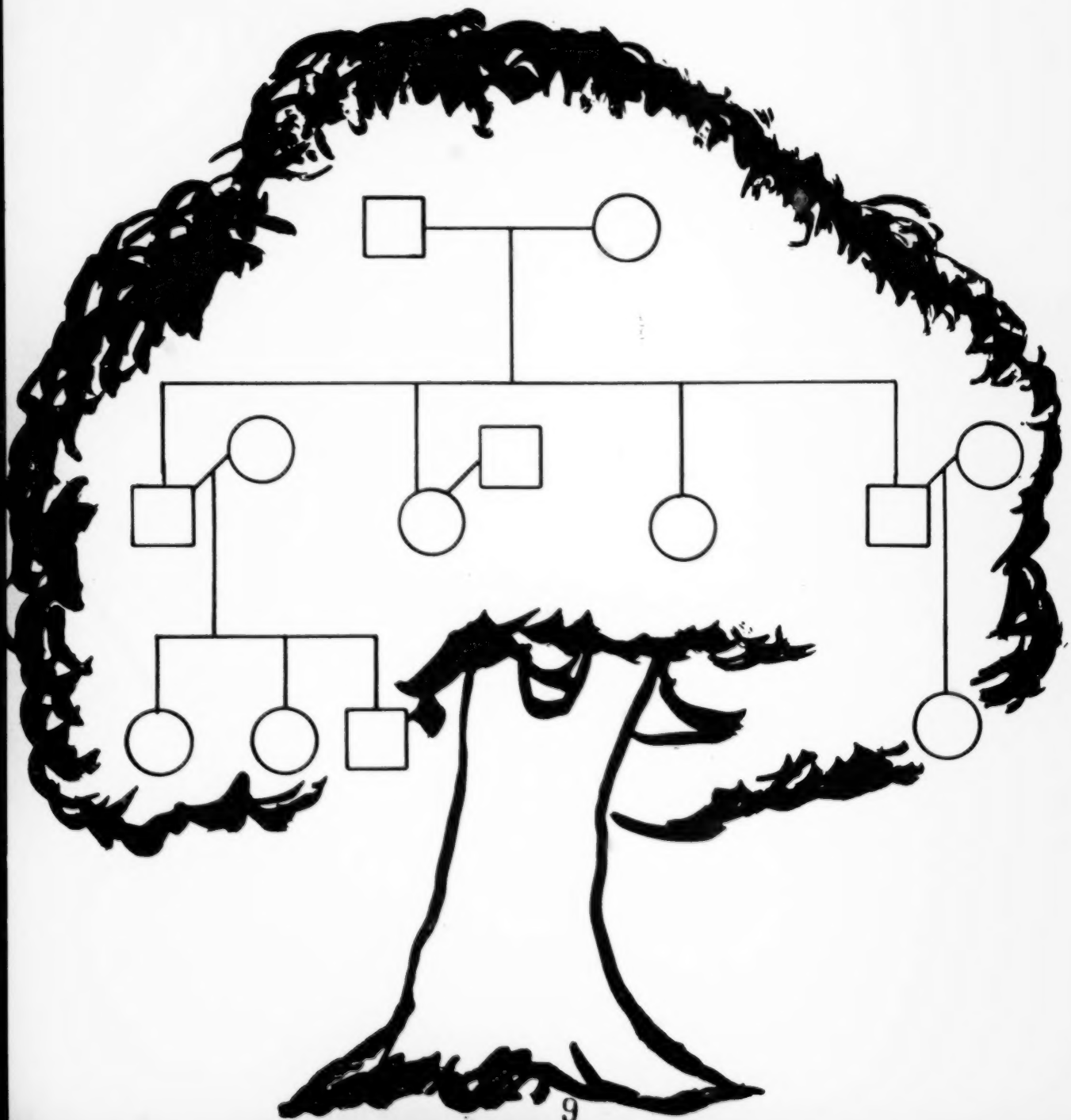
7. If a child has visible marks of physical abuse and admits that his parents beat him, the person noticing the abuse should confront the parents and tell them that the authorities will be notified if it happens again. T F

8. You must be able to prove that a child has been abused to make a report. T F

9. How would you report a case of child abuse or neglect.

IDENTIFICATION, REPORTING, AND INTERVENTION: ABUSE AND NEGLECT

FACTORS CONTRIBUTING TO CHILD ABUSE



FACTORS CONTRIBUTING TO CHILD ABUSE

Raising children in today's world is possibly the most challenging job a man and/or woman ever undertake. Child abuse is most likely to occur when parents simply cannot cope with the responsibility of caring for one or more children and with the many problems and frustrations of everyday life.

Some major factors leading to child abuse are economic stress resulting from unemployment, chronic poverty, inadequate housing conditions, marital discord, the break-up of the family, the burden of single parenthood, isolation from a support network of relatives and friends, chemical dependency, depression, and loss of self-esteem and hope. If the parent or child in such a situation is handicapped, either physically or mentally, abuse is even more likely to occur.

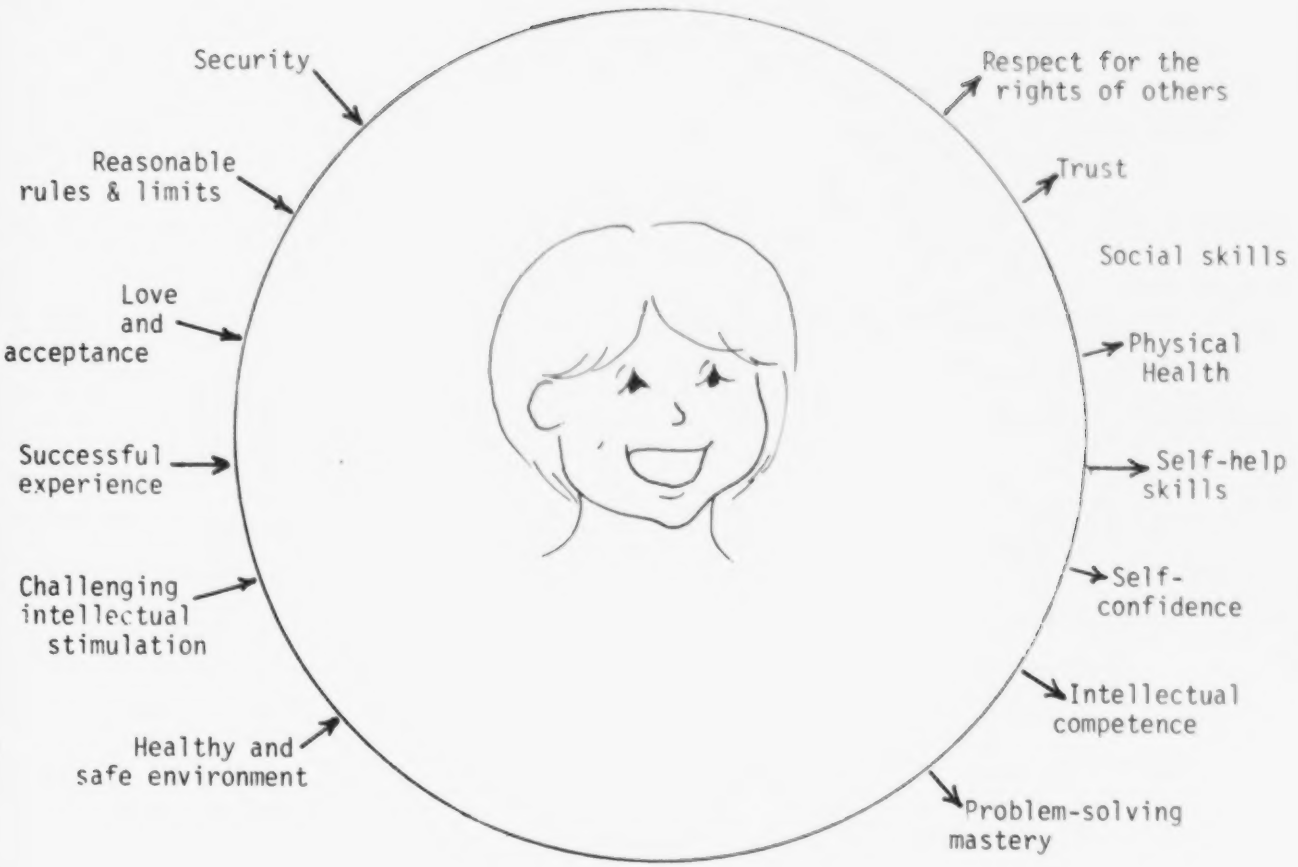
However, even without such factors, child abuse may occur if parents, out of strong moral or religious convictions, use cruel or harsh tactics to correct what they regard as evil or willful tendencies in their children. Such parents may have a diminished capacity to protect and nurture defenseless children, often because their own parents used cruel disciplinary methods in raising them.

In fact, abusive or neglectful parents often were victims as children. Unless there is some kind of intervention, the abuse that occurs in one generation is often passed onto the next.

It is important for caregivers in ECE settings to understand why some adults abuse children and why abused children often grow up to be abusive parents. We know from child development studies that children must have certain needs met if they are to achieve emotional maturity and become

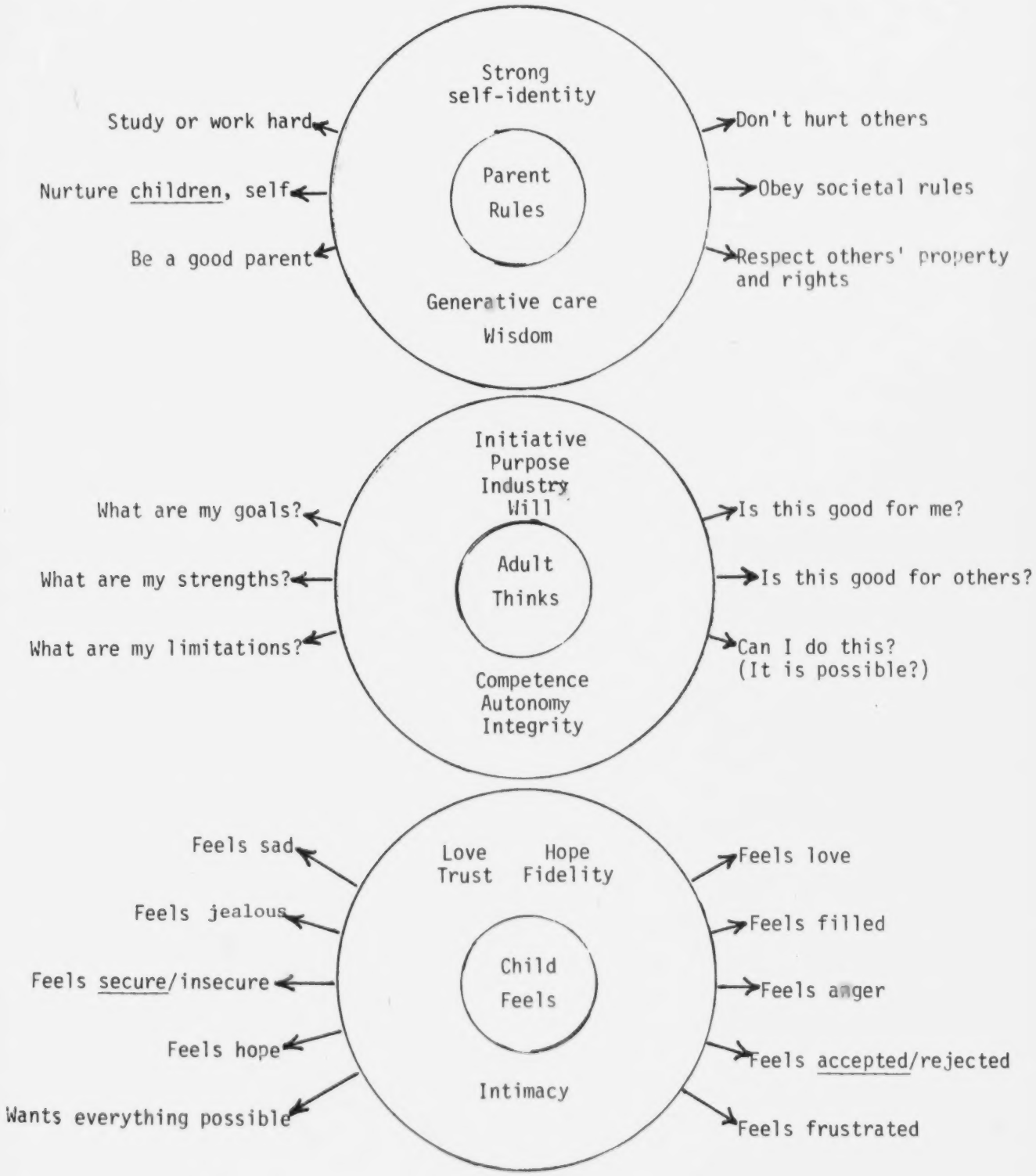
productive members of society. Indeed, the laws designed to protect the children of our society recognize that children need food, shelter, clothing, and adults to encourage and protect them. Children also need clearly defined guidelines, and they need to be supported when they make mistakes. Most of all, children need to be loved.

THE HEALTHY CHILD



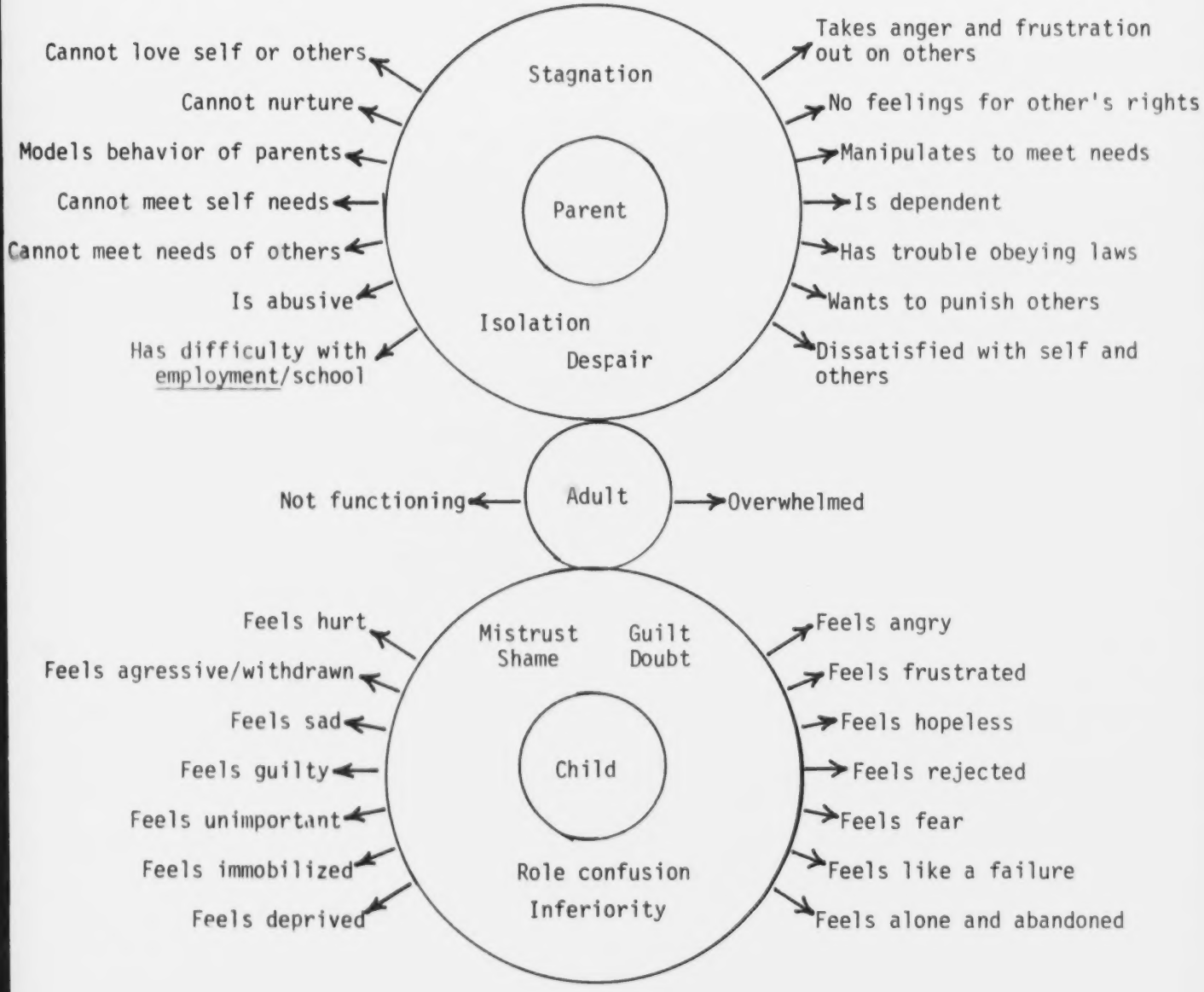
Developed by
Karen Warr

THE HEALTHY ADULT



 Developed by Karen Warr

THE UNHEALTHY ADULT



Developed by Karen Warr

WHAT A CHILD NEEDS TO BECOME A HEALTHY ADULT

Children need space to grow. They need an environment where they have some choices and some control. They need to learn to live in the world with other people, balancing between getting what they need and learning that other people have rights. Children learn about their rights and those of others by watching the adults around them. Adults can model respect and warmth, or they can model lack of respect for themselves and others. When a child is treated with love and respect, she/he will learn trust and respect for others and themselves.

If children do not get enough to eat, adequate clothing, warmth, or an environment which stimulates them to grow, they will grow to adulthood unable to meet their own needs or the needs of others.

Punishment which is abusive, such as hitting or humiliating the child, teaches the child to relate to others in an abusive way. If children are treated fairly, they learn to negotiate fairly to get their needs met, and they respond to limits which we must all live by. Children develop behavior patterns from the modeling they observe in adults around them. From their parents, they take "in" a part of the parent. By being allowed to take appropriate responsibility for themselves as they grow, they take "in" an adult.

As children grow, they develop their own "adult" part, and they keep the "child" within them as well. They also develop an internal part, the "parent", who controls their actions and reminds them of the rules society lives by. The "adult" part makes decisions and mediates between the "child" (who wants everything and feels strongly) and the "parent" (who cares about others' rights and feelings).

Healthy adults are balanced. They are in touch with their feelings, they obey society rules and make good choices for themselves.
Children who have been abused or neglected, who have not had their needs met, will grow up without developing a realistic understanding of others (underdeveloped parent). They cannot make good choices for themselves ("adult"), and the feeling part of themselves ("child") hurts and is angry.

The generational abuse cycle. When grown-ups who have been abused or neglected have a child, they are at risk to take out their stored-up anger on the child. These grown-ups expect that the child will give them the love they missed, but in fact, they find the child wants love from them. Because they are not able to give love, they become angry and frustrated with the child. The fact is, they don't know how to love.

When abused children grow up and form relationships, they are often unsuccessful. Sometimes they marry with the expectation that their mate will give them what they missed as children. When they discover this doesn't happen, they become more angry, and often this too is taken out both on the child and the mate. Or they marry expecting to be mistreated, just as they were mistreated as children, and select mates who do indeed mistreat them.

Parents who abuse children do not have good control over their behavior (a poorly-developed "parent" or adult part). They often feel remorseful at what they have done to the child, but they continue to repeat the abuse. Although they would like to change this pattern, they do not know how, since they never experienced loving, caring grown-ups in their lives as positive models to follow.

Environmental stress. Parents are under stress from many sources. Single mothers (and fathers) may be isolated and alone. Often, it seems there are not enough hours in the day because most parents must work and still meet the many needs of their children. Pressure on parents may build to frustration and anger. Success in today's demanding world of working and raising children depends on well-developed coping skills.

We never stop having needs, and parents, too, have many of the same needs as children. Adults have a need for rest and recreation, a need to be alone, and a need to be with others. Parents have a need to grow and learn. Sometimes, parents feel guilty if they take time out for themselves. In former times, families often lived together with three generations in a household. This not only enabled parents to get a break by giving the children to grandparents for periods of time each day, but it provided a means to give older people purpose in their old age. Now, however, families with young children often live miles away from grandparents. If they have a problem with their child, there may be no one to talk to and no one to help. With the added pressure of working and keeping the house going, parents are frequently stressed beyond their endurance.

If parents need to work to provide financially for their children and must also meet their children's need for love, instruction, guidance and learning, how can they meet their own needs? This is a perplexing problem for parents.

The role of the early ECE programs. Early childhood educators can provide self-affirmation and nurturing to children, support and education for parents, and information and education about child care issues, including abuse and neglect, to the community. In this way, the staff of the ECE center can make positive contributions to society at large.

Therefore, it is the role of the caregivers in ECE settings to be aware of signs of abuse, to report abuse, to work with families involved, and to prevent further abuse.

Because abused children often become abusive parents, the only way to change the long-range effects of child abuse is to identify and work with children and families in a way which increases their ability to cope and decreases the factors which lead to abuse.

ROLE PLAY

ASSISTANCE TO HIGH-RISK OR ABUSIVE PARENTS

Role play the following:

1. A parent brings a child to the center and tells you her husband beat her up last night. What do you say? What resources are available to her?

2. A parent continually sends a child to school with no breakfast. You request a conference to talk with her regarding this. What do you say?

3. You know a family is very poor, and the father isn't working. When the mother picks her child up, she shares with you that she just got laid off. She seems very depressed. What do you say to her?

4. A father who has sole custody of his two children, ages 2 and 3 years, enrolls them in your center. It appears obvious to you that he does not have very well-developed parenting skills. Develop a plan and role play how you would present this to him.

5. A child is seemingly very passive and it appears that the guardian is not attached to this child. What would you suggest? How would you approach this person?

6. A parent you know well appears to be very tense and nervous. She has not shared anything with you. What would you do?

7. A parent observes you asking his/her child to pick up toys at preschool. The child cooperates. The parent comments that at home she cannot get the child to do anything. What do you say?

8. A family which has been involved previously with Child Protective Services (CPS) shares with you that the father's terminally ill mother is coming to stay with the family. What do you suggest to this family?

9. A parent continually talks to their child in an angry tone of voice. Plan a conference. What do you say?

10. A parent tells you that if their child is "bad" at your day care home, you can spank them. What do you say?

11. A single parent works two jobs. It is obvious to you that this child is suffering by being apart from the mother so much. Plan a conference. What do you say?

12. You often smell alcohol on a parent's breath when they come for their child. This time they appear intoxicated - what do you do? Can you allow this child to get in the car? What do you say?

SHORT AND LONG- TERM EFFECTS OF CHILD ABUSE AND NEGLECT

EFFECTS OF ABUSE AND NEGLECT

An enormous loss is suffered by the victims, the families, the community, and society at large as a consequence of the abuse and neglect of children. The human and budgetary costs of child abuse and neglect are real, but often buried in agency records and budgets. Pulling out the typical costs associated with child abuse and neglect provides some idea of the magnitude of the financial impact:

- law enforcement costs (investigation, arrests, testifying)
- medical costs (emergency room visits, hospitalization, physician visits, medications)
- mental health costs (inpatient hospitalization, medications, outpatient therapy)
- social service costs (crisis centers, child welfare services, shelters, foster care)
- criminal justice costs (jails, prisons, youth centers, probation, parole, juvenile and criminal courts, including appeals, attorney fees)
- subsistence costs (lost wages, permanent disabilities suffered by child victims)

The primary loss is to the child. The abused child is not given the right to grow and learn, to become a productive member of society. The abuse/neglect in one generation is frequently passed on to the next.

Children are emotionally, physically, and intellectually crippled by abuse. Research indicates that abused and neglected children demonstrate significant learning problems reflected in below grade-level performance. Piaget, a theorist whose work proposes that children learn experimentally through their

five senses, seems to affirm that abuse and/or neglect affects the child's intellectual development. The family too feels a sense of pain, locked in a hopeless cycle of anger and helplessness. The cost of rehabilitating families is enormous. The goal of all that address abuse and neglect must be prevention.

A family who is reported to CPS subsequently may be exposed to a number of professionals - the CPS team, three or four attorneys, the court system, counselors, and homemakers. Children may be placed in foster care and foster care is expensive. Some cases continue for a period of 2-3 years. If the family can afford these services, they are required to pay some or part of the cost; otherwise, the state bears the cost.

Parents may lose jobs and pay checks if they serve prison terms. Many inmates of our prisons were victims of child abuse. Society ulitimately pays the cost of abuse and neglect.

Some of the questions society needs to address

... would preventative programs be less costly than rehabilitation?

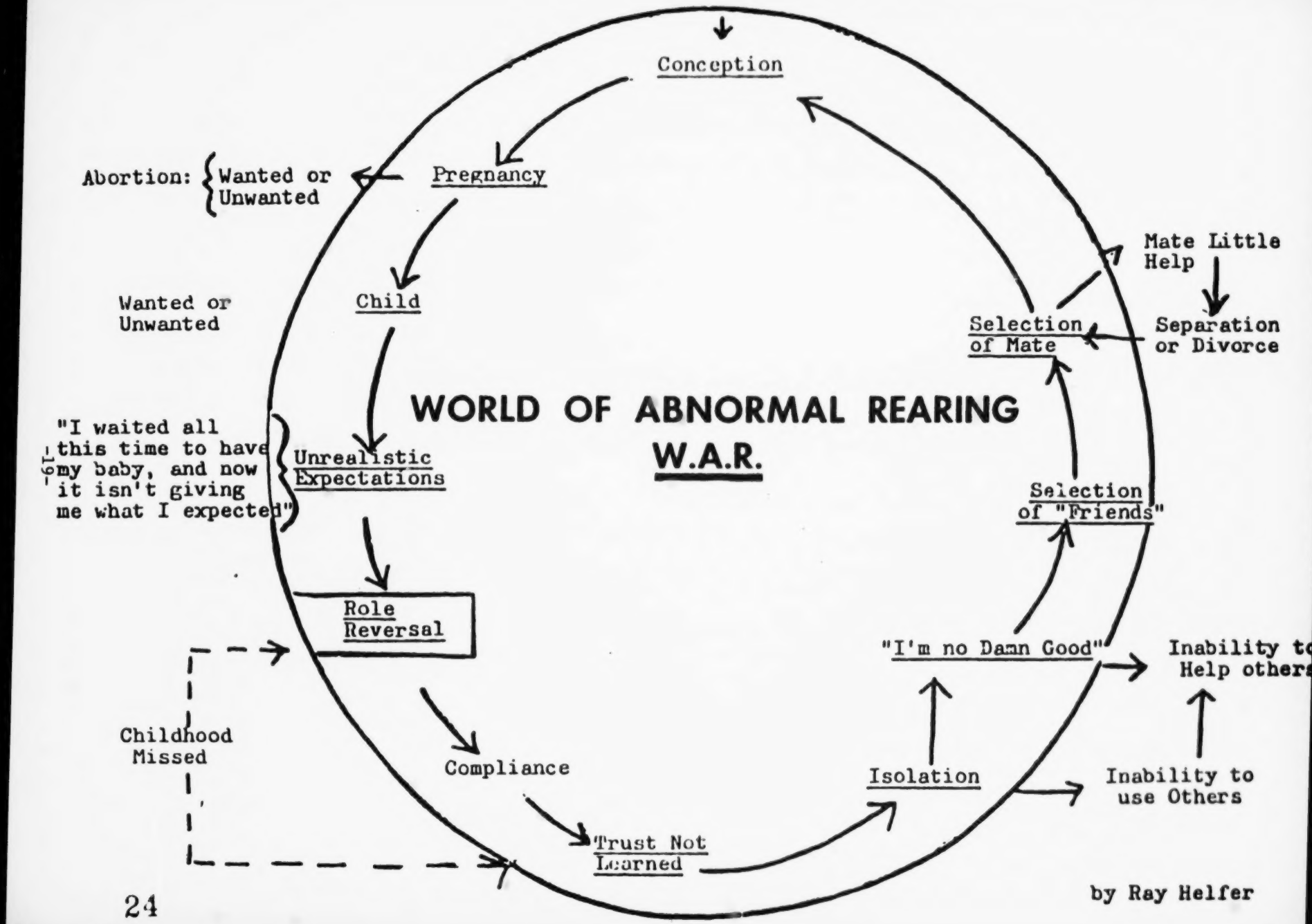
... should children be removed from the home when abuse is discovered?

... should abusers be punished, or taught how to be better parents?

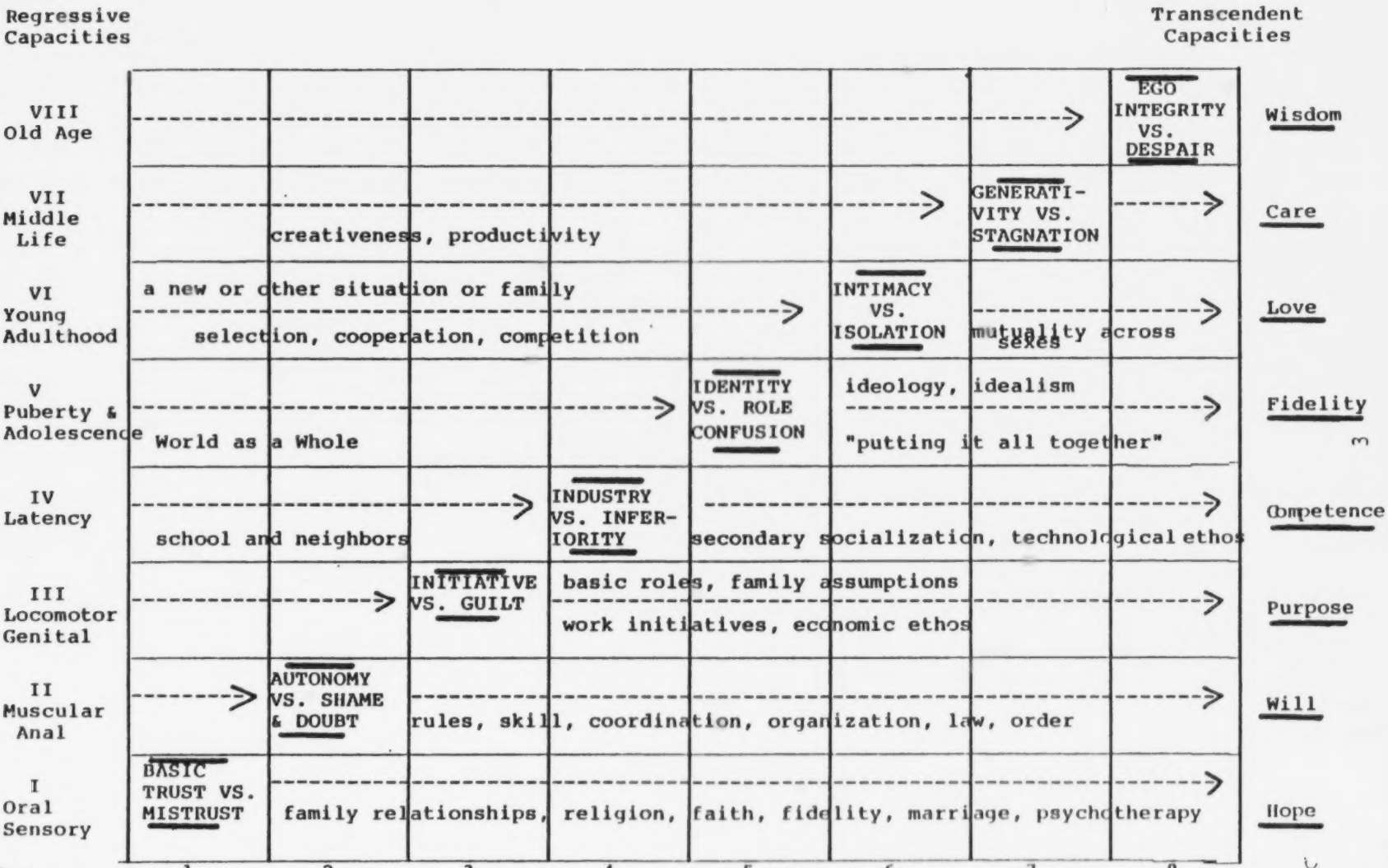
... what is the financial cost to society if we choose to educate parents?

... what is the cost to society if children don't grow up to be productive members of society?

... what is your opinion?


Conception
Pregnancy
Abortion: Wanted or Unwanted
Child
Wanted or Unwanted
"I waited all this time to have my baby, and now it isn't giving me what I expected"
Unrealistic Expectations
WORLD OF ABNORMAL REARING
W.A.R.
Role Reversal
Childhood Missed
Compliance
Trust Not Learned
Isolation
Inability to use Others
"I'm no Damn Good"
Inability to Help others
Selection of "Friends"
Selection of Mate
Separation or Divorce
Mate Little Help
by Ray Helfer

ERIKSON'S EPIGENETIC MATRIX



ERIKSON'S EIGHT STAGES OF LIFE

Erik Erikson has developed a chart which helps us understand that humans build on past experiences and the process of building continues through life. Each successful step depends on success in the former stages.

THE HEALTHY PROCESS (Figure 2)

AGE	PROCESS	OUTCOME
0-2 years	Child has needs for food, love, rest, recreation, security, and stimulation met by caregivers.	Develops TRUST in others, feels valued, a sense that life is good. HOPE
2 years	Child discovers control over himself through bladder and bowels, saying "no", choosing certain foods, etc.	Develops AUTONOMY or sense that he exists, as an individual discovers "I", "Me". WILL
3-6 years	Child discovers that he can "do things"--climbs, draws, puts puzzles together, goes to school, develops friendships, makes things through crafts.	Develops INITIATIVE, develops a sense that he can create and be successful. PURPOSE
7-12 years	Child discovers he is a part of society, he can be a part of human society--(participates in scouts, class, sports, etc.) and learns skills that enable him to survive in his society.	Develops INDUSTRY, has sense that he has a valuable contribution to make to others. COMPETENCE
13-18 years	Child discovers his unique values, personality--even within a group of peers and adults, chooses career.	Develops IDENTITY, a sense of relating to others as he is accepting and caring for others as they are FIDELITY
19-40 years	Adult discovers his life becomes better when he can share and love. Chooses a partner, has children.	Develops INTIMACY, a sense of interpersonal relatedness. LOVE
40-65 years	Adult discovers that his life creates life in others--has grandchildren, enjoys and reaps benefit of parenting and working.	Develops GENERATIVITY, senses that he has made a positive contribution to the life process. CARE
65-death	Adult discovers he has had what he wanted out of life--feels content and satisfied with life process.	Develops INTEGRITY. A sense of getting old, coming to terms with death, feels life is worthwhile. WISDOM

THE UNHEALTHY PROCESS

AGE	PROCESS	OUTCOME
0-2 years	Child does not get needs met. Feels hungry, cold, abandoned, pain.	Developes MISTRUST, a sense that he is not important--he cannot depend on others
2 years	Child is punished for wetting, soiling his pants--child is yelled at or abused for not behaving.	Develops SHAME and DOUBT, a sense there is something bad about him.
3-6 years	Child is rarely praised, only put down and/or punished or ignored--abused. Normal curiosity is discouraged, mistakes are punished.	Develops GUILT, a sense that he causes anger or pain in others because he has done something wrong.
7-12 years	Child never belongs to anyone--is not wanted--is abused Is not allowed opportunities to develop friendships. Abilities are criticized.	Develops INFERIORITY, a sense others are better them him, avoids positive interaction.
13-18 years	Child misunderstood--abused, cannot develop values or goals, spends energy rebelling against society, doesn't learn.	Develops ROLE CONFUSION, doesn't fit in--isn't able to find direction or meaningful work. Has no positive sense of identity.
19-40 years	Cannot form successful relationships with others, is promiscuous or withdrawn.	Develops ISOLATION, feels alone, lonely, misunderstood, different, may resort to criminal activity to meet needs.
40-65 years	Experiences, disappointments, --no enjoyment in past life--wishes to begin over.	Develops STAGNATION, a sense that nothing works--has a sense of failure--loses interest in activity.
65-death	Knows he did not get what he wanted out of life--is depressed, sad, sometimes very ill.	Develops DESPAIR, wants to die but is very fearful of death, life means nothin.

TWENTY MEMOS FROM YOUR CHILD

1. Don't make me feel that my mistakes are sins. It upsets my sense of values.
2. Don't protect me from consequences. I need to learn the painful way sometimes.
3. Don't give me everything I want. I know quite well that I ought not to have all I ask for--I am only testing you.
4. Don't be afraid to be firm with me. I prefer it; it makes me feel secure.
5. Don't let me form bad habits. I have to rely on you to detect them in the early stages.
6. Don't make me feel smaller than I am. It only makes me behave stupidly.
7. Don't correct me in front of people if you can help it. I'll take much more notice if you talk quietly with me in private.
8. Don't be too upset when I say "I hate you." It isn't you I hate, but your power to stop me.
9. Don't make rash promises. Remember that I feel badly let down when promises are broken.
10. Don't forget that I cannot explain myself as well as I should like.
11. Don't nag. If you do, I shall have to protect myself by appearing deaf.
12. Don't tax my honesty too much. I am easily frightened into telling lies.
13. Don't be inconsistent. That completely confuses me and makes me lose faith in you.
14. Don't put me off when I ask questions. If you do, you will find that I stop asking, and seek my information elsewhere.

15. Don't ever suggest that you are perfect or infallible. It gives me too great a shock when I discover that you are neither.

16. Don't tell me my fears are silly. They are terribly real and you can do much to reassure me if you try and understand.

17. Don't ever think it is beneath your dignity to apologize to me.

18. Don't forget how quickly I am growing up. It must be very difficult for you to keep up with me; please try.

19. Don't forget I love experimenting. I couldn't get on without it, so please put up with me.

20. Don't forget I can't strive without lots of love and understanding, but I don't need to tell you, do I.

Developed by Karen Warr
Curriculum Coordinator
The Boys Town National Institute
for Communication Disorders
in Children

GROUP DISCUSSION

Key Questions

1. Should abusive adults be punished?

2. How would a child feel when she/he is taken out of the home when the abuse is discovered?

3. Who is responsible for preventing child abuse?

4. Why do people abuse children?

5. How do adults get children to participate in sexual activities?

6. Do sexual abusers continue this behavior after they are discovered?

7. Are children safe from abuse when they are placed in substitute care?

8. Do children believe they have caused people to abuse them?

9. To help heal a child who has been abused, what is the role of the caregiver in a ECE setting?
    a) to the child
    b) to the family

10. When would it be appropriate to tell a parent you plan to make a report to CPS?

11. What will happen if you warn a parent you plan to make a report if abuse/neglect doesn't stop?

SCOPE AND DEFINITIONS OF ABUSE AND NEGLECT

WHAT IS CHILD MALTREATMENT?

Child abuse is any act of omission or commission that endangers or impairs a child's physical or emotional health and development, including:

Physical abuse - Act of commission which is nonaccidental and harms, or threatens to harm, the physical health of a child (cuts, bruises, burns, fractures, dislocations, hematomas, internal injuries, etc.).

Physical neglect - Act of omission which places child at risk for physical harm (deprivation of clothing, food, shelter, supervision; abandonment; repeated ingestion of poisonous substance, etc.).

Sexual abuse - Contacts or interactions between a child and an adult in which the child is being used for the sexual stimulation of the adult or another person (including fondling, intercourse, use of a child for pornography, oral).

Emotional abuse/neglect - nonphysical assault or neglect resulting in injuries or impaired growth and development to the child (might include isolation, confinement in room or closet, verbal abuse, rejection, ignoring, inadequate nurturing, bizarre acts of nonphysical torment, tying a child up, terrorizing, corrupting).

Medical neglect - failure to provide for the medical needs of the child although the parent has the resources to do so.

Educational neglect - failure to cooperate with schools in providing an education for the child (e.g., refusing to allow child to participate in recommended educational programs).

Institutional abuse/neglect - abuse or neglect that occurs while the child is in the care of nonparental adults (e.g., teachers, day care providers, etc.) or in residence in an out-of-home placement facility.

Who are the abusers?

Child abuse occurs in all cultural, ethnic, occupational, and socio-economic groups. Frequently, abusers had unhappy childhoods or were abused themselves. They tend to be socially isolated, and they are often experiencing marital and/or emotional conflicts.

Child abuse usually is not a single act, but is typically a repeated pattern of behavior that increases in frequency and severity. Parents may want to stop hurting their child, but be unable to stop repeating the abusive behavior. Abusers often take their child to a different doctor or hospital for treatment of each new injury, making it difficult to detect a pattern of abuse. They seldom admit responsibility for the abuse and make up stories to explain the injury. In order to identify patterns of abuse, a statewide registry has been established. All substantiated reports of child abuse are sent to the Central Registry which is located with Department of Social Services. Early reporting provides early detection of patterns of abuse and, it is hoped, will prevent permanent damage or death to a child.

Incidence of child abuse

According to a study by the National Committee for Prevention of Child Abuse, approximately 1,200,000 children were reported as abused or neglected in the United States in 1984. It is expected that when data from 1985 are tabulated, those figures will show a 9 percent increase over 1984. Another national group, the American Association for Protecting Children, comes up with somewhat higher figures and says that over 1,700,000 reports were filed in 1984. According to the AAPC, there was a 16 percent increase in reports from 1983 to 1984 and a 156 percent increase since 1976 (the year that group began gathering data). Each year, well over two thousand of these children die from injuries suffered at the hands of their parents or guardians. One out of every four girls and one out of every nine boys will be sexually assaulted by the time they are 18 years of age. It is generally believed that the true incidence exceeds the number of actual reports. Of reported cases:

a. 80% of the abusers are biological parents
b. 1.9% of the children sustained major physical injury
c. 6.5% were cases of sexual abuse
d. children of all ages are equally at risk, for abuse, but birth - 2 year olds are most likely to be hospitalized or experience permanent disability or death
e. both sexes are equally at risk until adolescence, when girls are more likely to report sexual abuse
f. one child in family may be singled out for abuse or all children may be targets
g. abuse and neglect may or may not occur together in same family.

People who abuse children are rich and poor, young and old, strangers, and loved ones. Child abuse cuts across all social, religious, and ethnic boundaries. Even people like you and me who are caught in situations beyond their control may become abusers.

WHEN YOU SUSPECT ABUSE OR NEGLECT

WHEN YOU SUSPECT ABUSE OR NEGLECT

It is not your job to prove or decide if abuse has taken place. That is is up to Child Protective Services, law enforcement, and the courts.

1. Peport suspected abuse. The law requires that you make a report if you have reason to believe or suspect that abuse or neglect has occurred.

2. Protect the child
   a) If you think the child is in danger of further physical harm, and needs immediate protection, call law enforcement. Law enforcement will notify Child Protective Services.
   b) If you think there is no imminent danger to the child call Child Protective Services and make a report. Child Protective Services will share information with law enforcement.
   c) You may wish to report to both law enforcement and Child Protective Services. Law enforcement and Child Protective Services do share reports and sometimes conduct joint investigations.

3. Tell the child you believe him/her and offer comfort and assurance.

4. A report to Child Protective Services is not a condemnation of a parent; it is a request for help to ensure the child's safety.

SOME "DO's AND DON'T's" OF INTERVIEWING

WHEN TALKING WITH THE CHILD:

DO:
- Make sure the individual is someone the child trusts
- Conduct the interview in private
- Sit next to the child, not across a table or desk
- Conduct the interview in language the child understands
- Ask the child to clarify words/terms which are not understood
- Tell the child what will happen next

DON'T:
- Allow the child to feel "in trouble" or "at fault"
- Criticize the child's choice of words or language
- Suggest answers to the child
- Probe or press for answers the child is unwilling to give
- Display horror, shock, or disapproval of parents, child, or the situation
- Force the child to remove clothing
- Conduct the interview with a group of interviewers
- Leave the child alone with a stranger (Since the CPS worker and law enforcement officer are strangers, it is helpful to the child if you stay with the child during the interview. However, if you are told that they wish to interview the child out of your presence, you must honor that request.)

WHEN TALKING WITH THE PARENTS AFTER A REPORT HAS BEEN MADE:

DO:
- Select individual(s) appropriate to the situation
- Conduct the interview in private
- Tell the parent(s) why the interview is taking place
- Be direct, honest, and professional
- Reassure the parent(s) of the support of the program
- Advise the parent(s) of the program's legal obligation to report

DON'T:
- Try to "prove" abuse or neglect by accusations, demands, or intense probing
- Display horror, anger, or disapproval of parent(s), child, or the situation
- Pry into family matters unrelated to the specific situation
- Place blame or make judgments about the parent(s) or child

BASIC GUIDELINES IN WORKING WITH SUSPECTED ABUSERS

Accept: Accept each individual as a person of worth with unique strengths, weaknesses, feelings, and ways of reacting to life. This means being non-judgmental and communicating honestly.

Respect: Respect each person for the job she/he is doing. They are probably doing the best they can do at this point in their lives. Respect, also, their independence. Give parents/guardians alternatives for action. With alternatives, parents may choose their own course of action and make their own decisions. Respect the deep feelings involved in the parent-child relationship.

Support: Parents/guardians need friendly support and sympathetic understanding. Comfort often comes from airing problems to an understanding ear. Reassurance builds confidence.

Listen: Listening can be active, dynamic and vital. It can reflect each of the above: acceptance, respect, and support. The very willingness to listen denotes an appreciation of what parents have to share. It confirms a basic respect for the individual and an interest in what she/he is offering. Never betray his/her trust by breaking a confidence (unless it pertains to the abuse of a child).

Be Available: Availability promotes good communication. Explanation and discussion can eliminate misunderstandings. Use understandable language. Attempt to develop a feeling of common concern, shared by caregiver and parent/guardian, for each child's growth.

Learn: Parents/guardians can and will share many things that help the teacher know and understand the children concerned. Be genuinely receptive. Caregivers, too, can grow and change.

Involve: More parents are becoming aware of the role they can play in the process of helping children learn. Parents/guardians learn from participating and being involved in what the ECE center is doing for both children and adults. Be creative in developing ways to involve parents/guardians. Discover and use their individual talents.

Interpret: Interpret your program. Help parents/guardians understand long-range as opposed to short-range goals. Help parents/guardians clarify and develop their goals as teachers in their children's lives.

Be Yourself: Be accepting and understanding of yourself. Try to grow in self-knowledge--in awareness of your values, concerns, and beliefs. Emotional maturity grows out of such a search and opens the way for true communication with others.

Be Aware: You may have strong negative feelings about the abuse. Those feelings are normal but can get in the way with your interactions with the family.

SPECIAL GUIDELINES FOR DEALING WITH SEXUAL ABUSE

Investigation of sexual abuse is a very delicate matter and should be left to trained professionals. Merely to have a child express or show signs or tell you of sexual abuse is a sufficient basis for a report. The child lacks the capacity to make sensible decisions about engaging in sexual interactions. Therefore, the power of the adult and/or an older child is an important element of sexual abuse. Remember to assure the child that they bear no responsibility or fault. Children are not able to describe adult sexual activity unless they have had the experiences, therefore, to assume they are "making it up" is a mistake. Remember that children may explain things in nonadult ways. Be as nonjudgmental as possible. Do not criticize the suspected abuser to the victim, since the child often loves the abuser in spite of what has happened. It is always important to stress to the child the rightness of disclosure because it often leads to shame and a sense of guilt in the victim. The crisis of disclosure will cause severe stress in the family; support, kindness, and understanding from other family members, friends, and from the ECE center are critical for a successful outcome, whether or not the family stays together. Since many abusers suffer from extreme guilt and low self-esteem, continued outside acceptance from others will be of great help.

REPORTING LAW AND RESPONSIBILITY

RESPONSIBILITY TO REPORT

Most children who have been abused physically or sexually have been told by the perpetrator to keep it a secret and are therefore very reluctant to talk about what has happened. There are experts who are trained to talk to children about this. The ECE center caregivers need only "suspect" or "have reasonable cause to believe" there may have been abuse in order to report it.

It is against the law not to report suspected child abuse. You are legally protected because the law states that even if there has been no abuse, no one can sue another person for making a report, unless malice can be proved. Again, it is not your job to decide if there is abuse, it is your job to report it if you "suspect" it. Policies of confidentiality do not provide a reason or excuse for not reporting child abuse or neglect in Nebraska. This means that even if a person confides in another person, such as their therapist, that they or someone else has abused a child, it still must be reported. The identity of the person reporting the abuse is kept confidential by Child Protective Services. However, if charges are filed in the case, the reporter could be subpoenaed to testify in court about the report.

28-707. Child abuse: penalty. 1) A person commits child abuse if he knowingly, intentionally, or negligently causes or permits a minor child to be:

a) Placed in a situation that endangers his life or health, or
b) Cruelly confined or cruelly punished, or
c) Deprived of necessary food, clothing, shelter, or care.

2) The statutory privilege between patient and physician and between husband and wife shall not be available for excluding or refusing testimony in any prosecution for a violation of this section.

3) Child abuse is a Class I misdemeanor if the offense is committed negligently.

4) Child abuse is a Class IV felony if the offense is committed knowingly and intentionally.

Sources: Laws 1977, LB 38 & 146, Laws 1982, LB347 & 10. Effective date July 17, 1982.

28-710 Abuse or neglect, other terms, defined. As used in sections 28-710 to 28-727, unless the context otherwise requires:

1) Department shall mean the Department of Social Services;

2) Law enforcement agency shall mean the police department or town marshall in incorporated municipalities and the office of the sheriff in unincorporated areas; and

3) Abuse or neglect shall mean knowingly, intentionally or negligently causing or permitting a minor child or an incompetent or disabled person to be: (a) placed in a situation that endangers his or her life or physical or mental health; (b) cruelly confined or cruelly punished; (c) deprived of necessary food, clothing, shelter or care; d) left unattended in a motor vehicle if such minor child is 6 years of age or younger; (e) sexually abused; or (f) sexually exploited by allowing, encouraging, or forcing such person to solicit, for or engage in prostitution, debauchery, public indecency or obscene or pornographic photography, films, or depictions.

Sources: Laws 1977, LB38 & 149; Laws 1979, LB505 & 1; Laws 1982, LB522 & 3; Laws 1985, LB447 & 10. Effective date, September 6, 1985.

28-711. Child, incompetent, or disabled person subjected to abuse or neglect; report; contents; toll-free number. 1) When any physician, medical institution, nurse, school employee, social worker, or any other person has reasonable cause to believe that a child or an incompetent or disabled person has been subjected to abuse or neglect, or observes such person being subjected to conditions or circumstances which reasonably would result in abuse or neglect, he or she shall report such incident or cause a report to be made to the proper law enforcement agency or to the department on the toll-free number established by subsection (2) of this section. Such report may be made orally

by telephone, with the caller giving his or her name and address, and shall be followed by a written report, and to the extent available shall contain the address and age of the abused or neglected person, the address of the person or persons having custody of the abused or neglected person, the nature and extent of the abuse or neglect, or the conditions and circumstances which would reasonably result in such abuse or neglect, any evidence of previous abuse or neglect including the nature and extent, and any other information which in the opinion of the person may be helpful in establishing the cause of such abuse or neglect and the identity of the perpetrator or perpetrators. Law enforcement agencies receiving any reports of abuse or neglect under this subsection shall notify the state central registry on the next working day by phone or mail.

2) There shall be established a single, statewide toll-free number within the department to be used by any person any hour of the day or night, any day of the week to make reports of abuse or neglect to the department. Reports of abuse or neglect not previously made to or by a law enforcement agency shall be made immediately to such agency by the department.

Source: Laws 1977, LB38 & 150; Laws 1978, LB505 & 2; Laws 1982 LB522 & 4. Operative date July 1, 1983.

28-712. Report concerning abuse or neglect: law enforcement agency: investigation: legal proceedings; notify department. Upon the receipt of a report concerning abuse or neglect as required by section 28-711, it shall be the duty of the law enforcement agency to make a determination as to whether or not an investigation should be made and if an investigation is deemed warranted because of alleged violations of sections 28-707 and 28-708 to cause an investigation of the alleged abuse or neglect to be made, to take immediate steps to protect the abused or neglected person, and to institute legal proceedings if appropriate. The law enforcement agency shall notify the department if an investigation is undertaken. Such notification shall be made on the next business day following receipt of the report.

Sources: Laws 1977, LB38 & 151; Laws 1979, LB505 & 3.

28-713. Department of Public Welfare, investigate cases of abuse or neglect: social services, provide: report or summary.

1) The department shall investigate each case of alleged abuse or neglect and shall provide such social services as are necessary and appropriate under the circumstances to protect the abused or neglected person and preserve the family.

2) The department may make a request for further assistance from the law enforcement agency or take such legal action as may be appropriate under the circumstances.

3) The department shall make a written report or a case summary to the proper law enforcement agency in the county and to the state Abused and Neglected Child, Incompetent and Disabled Person Registry of all reported

cases of abuse or neglect and action taken with respect to all such cases on forms provided by the department.

Sources: Laws 1977, LB38 & 152; Laws 1979, LB505 & Laws 1982, LB 522 & 5. Operative date July 1, 1983.

STEPS TO REPORTING PHYSICAL OR SEXUAL ABUSE

You have noticed signs of possible abuse . . .

STEP 1

1. Take the child aside to a quiet place.
2. Comfort the child and administer first aid if needed.
3. Tell them you believe them and that they did the right thing to tell about the abuse.
4. Ask child what happened.

STEP 2

Document all information.

(Who, what, when)
Remember to be factual.

STEP 3

Make your report to by calling the State Wide Hot Line (800) 652-1999, law enforcement, or Child Protective Services. Always call law enforcement if the child is in danger.

If you are unsure if you have enough information to make a report call Child Protective Services, describe the situation without giving names, and ask them to advise you whether a report is necessary. Continue to document further observations if there is not sufficient information to make a report. Also, tell the child that you are always ready to listen if he/she needs to talk about anyone hurting him/her.

SUSPECTED CHILD ABUSE DOCUMENTATION

TIME OF REPORT: _____ a.m./p.m. DATE: _____

NAME OF CHILD: _____ DOB: _____

ADDRESS OF CHILD: _____

_____

_____

TELEPHONE NUMBER OF CHILD: ( ) _____

PARENTS OR GUARDIAN OF CHILD: _____

NAME AND ADDRESS OF REPORTER _____

_____

_____

TELEPHONE NUMBER OF REPORTER: ( ) _____

WHAT WAS OBSERVED

Describe any injuries, including location on child's body (use drawing):

Behavior of child when observed:

What did the child say happened:

What did parents/guardian say happened:

SUSPECTED CHILD-NEGLECT DOCUMENTATION

TIME OF PEPORT: _____ a.m./p.m. DATE: _____

NAME OF CHILD: _____ DOB: _____

ADDRESS OF CHILD: _____

_____

_____

TELEPHONE NUMBER OF CHILD: ( ) _____

PARENTS OR GUARDIAN OF CHILD: _____

PERSON REPORTING NEGLECT: _____

ADDRESS OF REPORTER: _____

_____

_____

TELEPHONE NUMBER OF REPORTER: ( ) _____

DATE OBSERVATION

_____

DATE OBSERVATION

_____

DATE OBSERVATION

_____

DATE OBSERVATION

SUSPECTED CHILD ABUSE DOCUMENTATION

TIME OF REPORT: 11:45 (a.m./p.m.) DATE: February 1, 1986

NAME OF CHILD: John Smith DOB: 4-10-82

ADDRESS OF CHILD: 4317 Commonwealth, Apt. #7
Omaha, NE 68144

TELEPHONE NUMBER OF CHILD: (402) 666-3333

PARENTS OR GUARDIAN OF CHILD: Mrs. Susan Smith (same address)

NAME AND ADDRESS OF REPORTER: Janet Jones
Children's ECE Center, 7770 South Pine St.
Omaha, NE 68144

TELEPHONE NUMBER OF REPORTER: (402) 666-4444

WHAT WAS OBSERVED

Describe any injuries, including location on child's body (use drawing):
John avoided sitting during story time and play time. Bruises on lower back, buttocks, upper back of legs, were found when teacher explored why he wouldn't sit down.

Behavior of child when observed:
John did not appear to be fearful or understand there was anything wrong with him.

What did the child say happened:
John stated his mother hit him yesterday with a belt because he was crying.

What did parents/guardian say happened:

Parents not asked - report made to CPS at 1:00 p.m., February 1, 1986. Kathy Jones, CPS, took the report.

SUSPECTED CHILD-NEGLECT DOCUMENTATION

TIME OF REPORT: _____ a.m./p.m. DATE: _____

NAME OF CHILD: _____ DOB: _____

ADDRESS OF CHILD: _____

_____

_____

TELEPHONE NUMBER OF CHILD: ( ) _____

PARENTS OR GUARDIAN OF CHILD: _____

PERSON REPORTING NEGLECT: _____

ADDRESS OF REPORTER: _____

_____

_____

TELEPHONE NUMBER OF REPORTER: ( ) _____

SAMPLE DATE	OBSERVATION
Oct. 9, 1985	April came to school with no coat on 9:00 a.m. temperature outside - 42.

SAMPLE DATE	OBSERVATION
Oct. 16, 1985	April brought no lunch. Mom reported 10:30 a.m. left at home.

SAMPLE DATE	OBSERVATION
Nov. 5, 1985	April arrived at school at 8:00 a.m. 9:00 a.m. April fell asleep at 8:46 a.m., when she woke up she told me she had not eaten since yesterday at lunch time.

DATE	OBSERVATION

DIAGRAM OF OBSERVED INJURIES

DATE _____

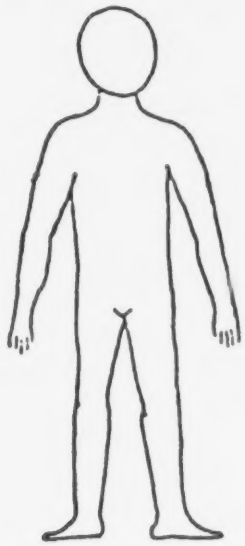
CHILD'S NAME _____

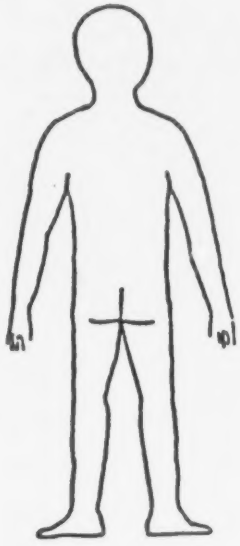
I.D. NUMBER _____
(if applicable)

Region/Field _____

Caretaker's or
Reporter's Name _____

FRONT VIEW





BACK VIEW

LEFT SIDE VIEW

RIGHT SIDE VIEW

SAMPLE

DIAGRAM OF OBSERVED INJURIES

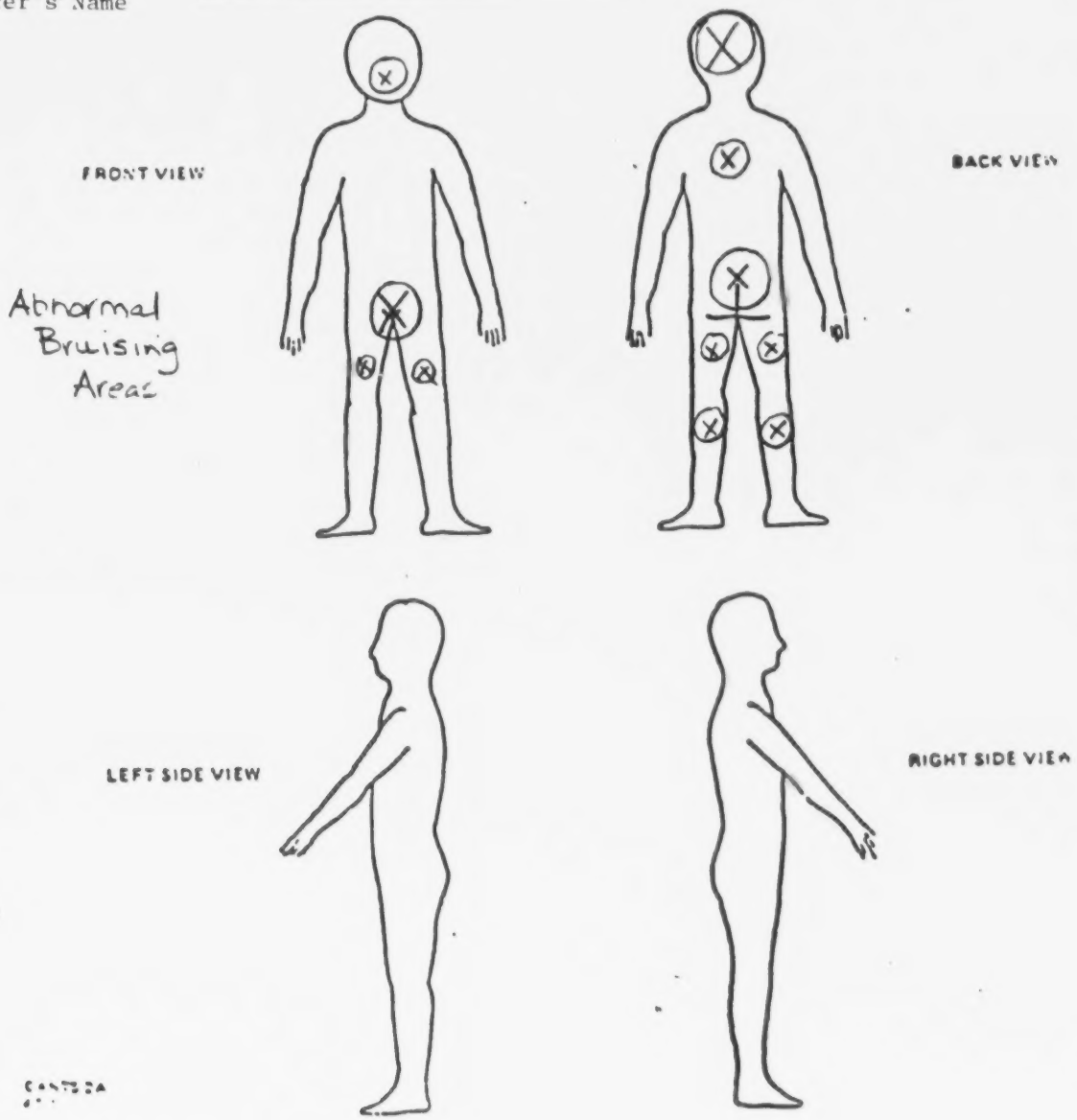
DATE _____

CHILD'S NAME _____

I.D. NUMBER
(if applicable) _____

Region/Field _____

Caretaker's or
Reporter's Name _____



SIGNS AND INDICATORS OF PHYSICAL ABUSE AND NEGLECT

Type of CA/N	Physical indicators	Behavioral indicators
Physical Abuse	**Unexplained bruises and welts:** -on face, lips, mouth -on torso, neck, buttocks, thighs -in various stages of healing -clustered, forming regular patterns -reflecting shape of article used to inflict (electrical cord, belt buckle) -on several different surface areas -regularly appear after absence, weekend, or vacation	Wary of adult contacts Apprehension when other children cry Behavioral extremes: -agressiveness, or -withdrawal
	Unexplained burns: -cigar, cigarette burns, especially on soles, palms, back, or buttocks -immersion burns (sock-like, glove-like, doughnut-shaped on buttocks or genitals)	Frightened of parents Afraid to go home
	Unexplained fractures -to skull, nose, facial structure -in various stages of healing -multiple or spiral fractures	Reports injury by parents
	Unexplained lacerations or abrasions: -to mouth, lips, gums, eyes -to external genitalia	
Physical Neglect	Consistent hunger, poor hygiene, inappropriate dress	Begging, stealing food
	Consistent lack of supervision, especially in dangerous activities or long periods	Extended stays at center (early arrival and late departure)
	Constant fatigue or listlessness	Constantly falling asleep in class
	Unattended physical problems or medical needs	
	Abandonment	States there is no caretaker

(continued on next page)

SIGNS AND INDICATORS OF PHYSICAL ABUSE AND NEGLECT

(continued)

Type of CA/N	Physical indicators	Behavioral indicators
Sexual	Difficulty in walking or sitting Pain or itching in genital area Bruises or bleeding in external genitalia, vaginal, or anal areas Sexually transmitted disease	Withdrawal, fantasy, or infantile behavior Bizzare, sophisticated, or unusual sexual behavior or knowledge Excessive or inappropriate masturbation Poor peer relationships Reports sexual assault by caretaker
Emotional Maltreatment	Habit disorders (sucking, biting, rocking, etc.) Conduct disorders (antisocial, destructive, etc.) Neurotic traits (sleep disorder, speech disorders, inhibition of play) Psychoneurotic reactions (hysteria, compulsion, phobias, hypochondria)	Behavior extremes: -compliant, passive, or -agressive, demanding Overly adaptive behavior: -inappropriately adult -inappropriately infant Developmental lags (physical, mental, emotional)

THE REPORTING PROCESS

THE RESPONSE TO YOUR REPORT

Although the laws about child abuse and neglect are the same throughout the state, there may be some differences in the way that reports are handled in different counties. This section provides information about what usually happens when a report of child abuse or neglect is made, but you may find some differences in specific cases since each case is unique. Child Protective Service workers have guidelines for handling reports, but each case does require use of professional judgment. Also, working relationships among Child Protective Service staff, law enforcement, and county attorneys may vary somewhat from county to county.

Investigation. When a report is received by Child Protective Services, that agency makes an investigation of the situation. Law enforcement also investigates serious cases of abuse and neglect. If the abuse or neglect is substantiated by the investigation, the information may be provided to the county attorney. It is the county attorney's responsibility to decide whether legal action will take place.

Results of investigation. Law enforcement and Child Protective Service have different goals in their investigations. Law enforcement must decide whether a crime has been committed; Child Protective Service must decide whether the child is at risk for harm. In other words law enforcement focuses on possible criminal actions and Child Protective Service focuses on protection of the child and services to families. There are several possible results of an investigation of a report:

LAW ENFORCEMENT	CHILD PROTECTIVE SERVICES
. not enough evidence for criminal prosecution	. no evidence of abuse or neglect; no action
. evidence of misdemeanor offense; abuser charged; if proven guilty there may be a fine or jail sentence	. not enough evidence to prove abuse/neglect, but family is offered help
. evidence of felony offense; abuser charged; if guilty there may be probation or a jail sentence	. evidence that child is at risk, charges not filed in juvenile court; parents agree to accept services
. prosecution, but referral made to CPS for intervention	. evidence that child is at risk, charges filed in juvenile court; children may be placed in foster care

Emergency placement. Only law enforcement officers, e.g., police, sheriff, have the authority to remove children from their parents/guardians and place them in foster care. Immediately after the placement, law enforcement contacts the county attorney to obtain a temporary custody order from the court for emergency placement of the child.

Juvenile Court. Whenever a petition is filed in juvenile court, there must be a pre-trial (detention) hearing within 8-10 days. At this time, the parent(s)/guardian(s) are officially charged and there is a court hearing. The pre-trial hearing lets the parents/guardians know what the allegations are and at this time they have an opportunity to accept the allegations or have an adjudication hearing at which time allegations are proved or disproved. A guardian ad litem is appointed as the attorney for the child and a decision is made whether the child should remain with the parents/guardians or in foster care until the next hearing.

At the adjudication hearing, the judge hears the evidence and makes a decision regarding the petition. If the judge determines there is lack of

evidence of abuse or neglect, there is no further action. If the judge makes a determination that abuse/neglect did occur, another hearing, a dispositional hearing, is scheduled to decide a plan for protecting the child and helping the family. The judge receives recommendations from agencies working with the family and at the dispositional hearing may order that 1) the child live in a foster home, with relatives, in another facility or that 2) the child live with the parents or guardians under the supervision of the Department of Social Services (CPS). If the children are not in foster care, the court may order services, such as parenting classes, counseling, home-making services, etc. The judge checks the family's progress at review hearings approximately every six months to monitor progress and decide if changes should be made in the plan. The goal of juvenile court and Child Protective Services is to help the parents make a safe home for their children.

If the children are in foster care, the court often mandates certain conditions for returning the children to their parents such as: family counseling; individual counseling; home management counseling; maintenance of adequate housing and income appropriate for the care of children; or alcohol or drug treatment.

While children are placed in foster care, parents usually are encouraged to keep weekly visits with the children in a supervised setting. Depending on income, they may also be required to reimburse the state for child support.

Children who are removed from the home due to abuse and/or neglect may be placed with a relative or in a foster home. This is a difficult adjustment for the child since they may feel they have done something "wrong." Although all foster homes are licensed and supervised by the Department of Social

Services, occasionally there are placements which may not work out for the child for various reasons. If there are several children to be placed they may be separated, and the children feel the loss of siblings as well as the loss of their parents. Most children can be cared for in a nurturing, protective environment in foster care, but in spite of this, the court makes every effort to reunify the family through the rehabilitation of the adults and therapy for the child when needed.

Occasionally, children are abused in foster homes and this, of course, damages the child even more and causes the child to have more distrust in adults and lower self-esteem. (The reporting laws also apply to any suspicion of abuse/neglect of children in foster care.)

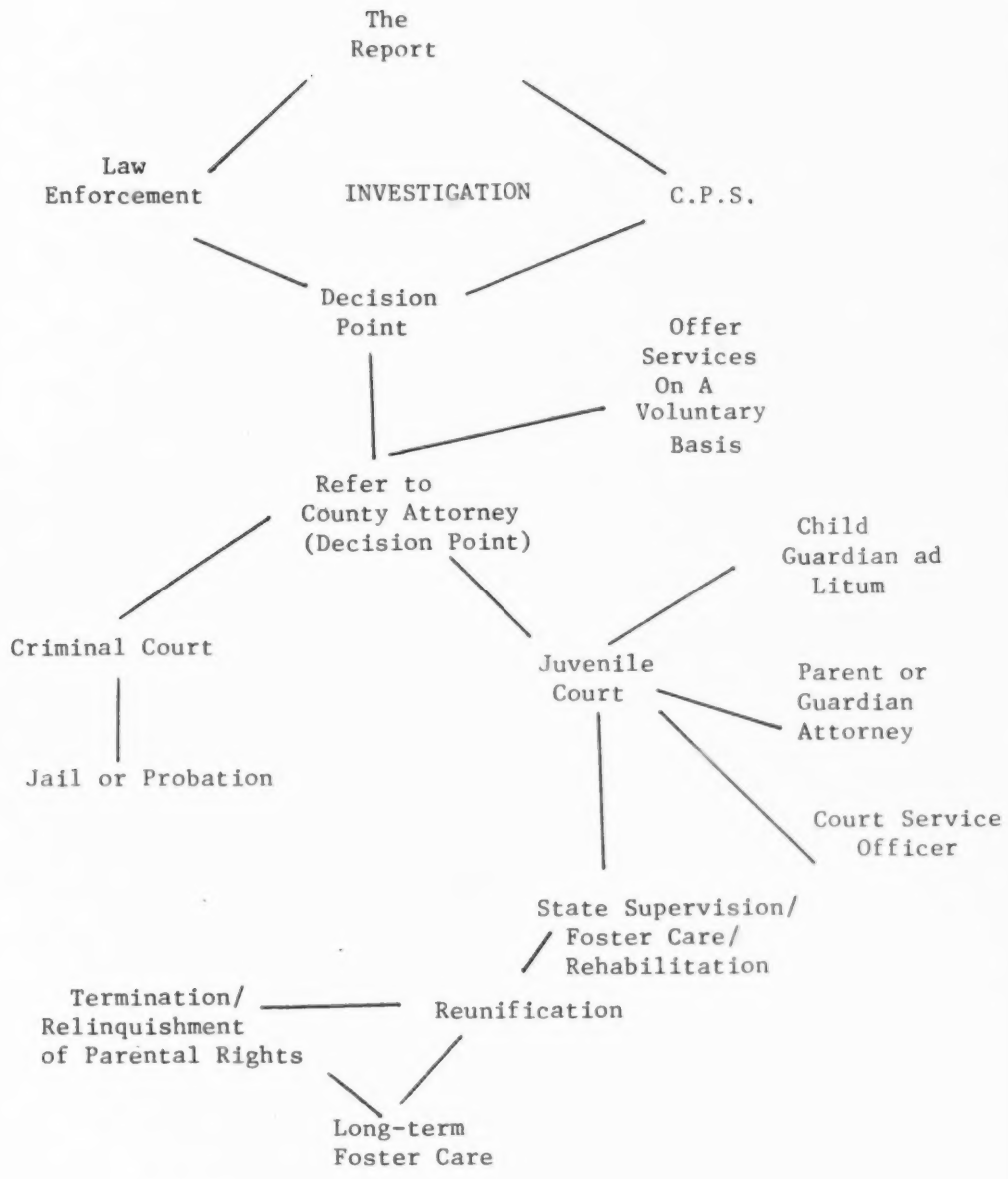
After children are returned to the home, Child Protective Services and the court may monitor the family for several months. This may be a time when the early childhood program can play an important role in the well-being of the family by providing emotional support and guidance about child rearing to the parents and a secure environment for the child.

If parents do not demonstrate to the court that they can provide for the child's needs, their parental rights may be terminated and the children placed for adoption. However, the court gives the parents an opportunity to change so the family can be reunited.

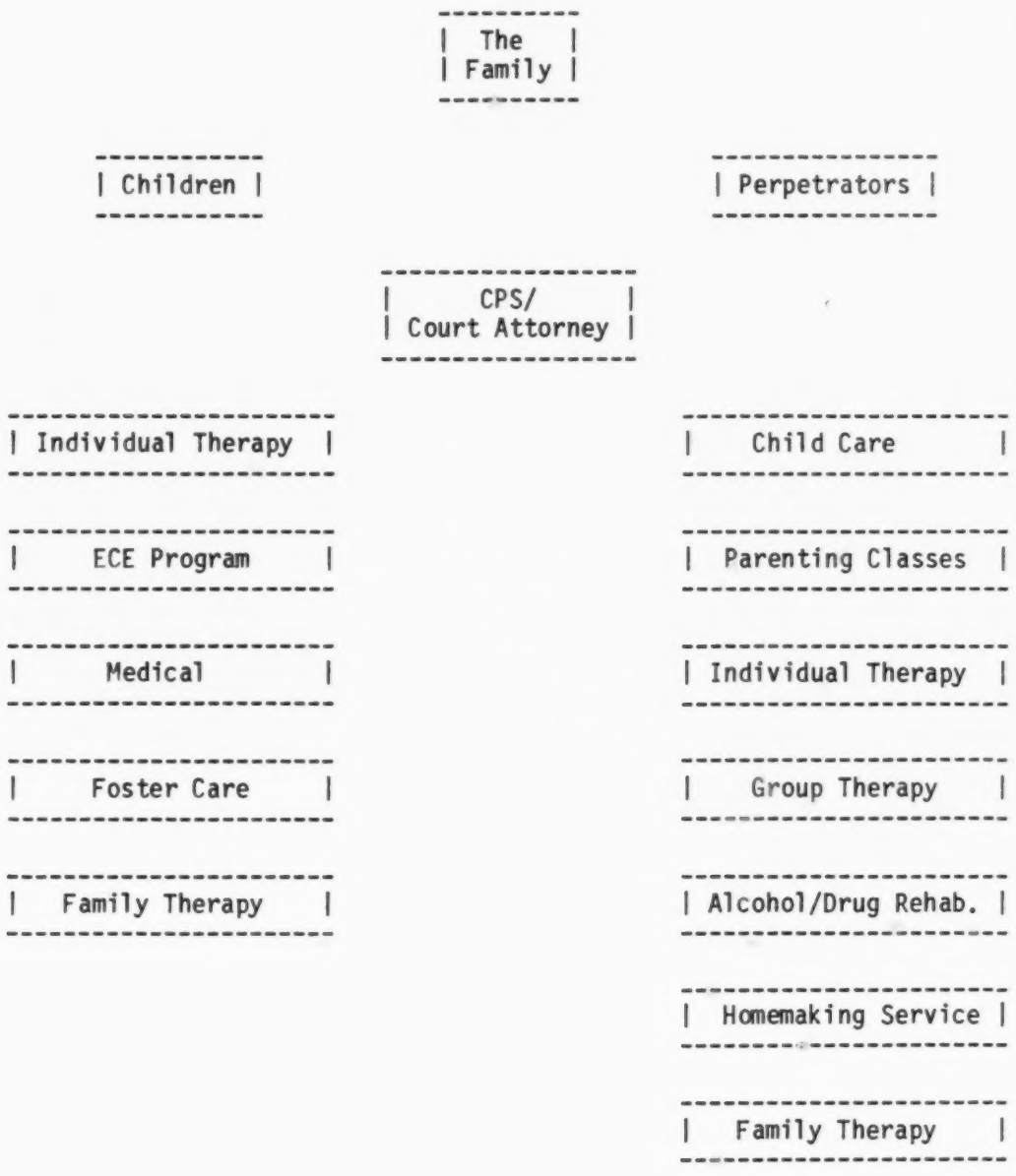
Some parents realize they cannot provide an environment which is healthy for children and they voluntarily relinquish their rights of parenthood. Their children then can be adopted permanently. Whether children are free for adoption because of relinquishment or termination of parental rights, there may be consideration of an "open adoption". In an open adoption the parent may see the child from time to time, write letters, and receive photographs of the child.

Criminal court. If there is evidence a crime has been committed, the adult is charged with a criminal offense. The alleged abuser can either plead guilty or be brought to trial. If the individual pleads or is proven guilty, he/she is either jailed, fined, or put on probation.

THE LEGAL PROCESS



SERVICES AVAILABLE TO ABUSED/NEGLECTED CHILDREN AND PERPETRATORS



Occasionally, many of the above services are combined in what is known as "home-based" services, which send a team of professionals into the home for several hours a day, for several months. This approach is new and has the goal of keeping families intact. Demonstrations prove this approach is highly successful.

PROBLEM-SOLVING EXERCICES

1) You discover during nap time that a child has bruises on his buttocks & upper legs. What do you do?

2) You see small marks that look like they may be cigarette burns on a child's face. What do you do?

3) You notice a child is not using one arm while he plays. What do you do?

4) A child has a bruise and some scraped skin on the side of his face. What do you do? (He comes to the center often with injuries.)

5) A parent you know well and like tells you the bruises on the child's back are from falling down the stairs. What do you do?

6) You see a child who was formerly happy become nervous and fearful. What do you do?

7) A handicapped child lives in a foster home, the child tells you the foster mother puts the child in the basement all night. What do you do?

8) A child often comes to your group day care home dirty and without adequate clothing or breakfast. What do you do?

ROLE PLAY EXERCISES

1) Asking a parent how their child got a black eye. The child has come to the center often with bruises on his/her body. The child has told you his mother hits him with a belt.

2) You are a caregiver in an ECE center. A child seems to be malnourished and there has been no improvement despite your suggestions. Role play reporting this to Child Protective Services.

3) A child tells you his genitals hurt. Role play what you ask the child.

4) A child tells you she has been sexually molested by her mother's boyfriend (he was in jail for 10 months). You see the boyfriend a year or so later with a different mother at the preschool. Role play. What do you say to the new mother?

5) A child at your center seems to be nervous and fearful at nap time. The child wakes often from nightmares. Role play a teacher conference.

6) A new child and parent come to the center and enrolls the child. You are notified the family is in counseling for physically abusing this child. Role play your intake conversation with the parent.

7) A grandmother of a child tells you the father physically abuses the child. The grandmother does not live in the home but she brings the child to your day care home often. Role play. What will you say to the grandmother?

8) There is a family with a child enrolled in your ECE center who has been reported for abusing a child. Another parent comes to you and asks you about it. Role play. What do you say to this parent.

9) A mother shares with you during a conversation that she hits an older child --she says she can't seem to help it. Role play. What do you say to her?

10) A nice looking older gentleman comes to the ECE center several times a week and watches the children play outside. You don't know who he is. Role play. What do you say to him?

11) Role play reporting a suspected case of neglect to Child Protective Services.

HOW TO MAINTAIN A RELATIONSHIP WITH THE FAMILY AFTER MAKING A REPORT

AFTER THE REPORT

The ECE setting can be one of the most important links in a plan for working with the families and children where abuse or neglect has taken place. Among professional caregivers, children find reassuring, nurturing adults who can help heal their physical and emotional scars. Families can use the setting as a resource to learn better parenting skills, and to find understanding and support. The ECE setting may be a part of the reunification and stabilization plan for the child and family. In fact, the court may recommend the center as a component of strengthening the family unit, either as a way to further socialize the child, provide a setting that stimulates development, and/or give parents a break from the pressure of day-to-day parenting.

Staff may be nervous about working with the parents after making a report. While parents may be angry and hostile when they learn of the report, there are some guidelines to minimize conflict and make the best of a difficult situation:

- Tell the parent(s) or guardian(s) a report has been made because the law requires reporting of suspected abuse.
- Tell the parents it is <u>not</u> your job to decide whether the abuse occurred.
- Tell parents to expect a visit from Child Protective Services.
- Do not become defensive or angry in response to parental anger. Do tell the parents that you can understand their anger.
- Let the parent know you care about them and want to help them.
- Reassure parents that you will keep all information confidential, except for required information sharing with the Child Protective Services.
- Never break the confidence of the child unless there is further need to report.

In the ECE setting, it is most important to be a support to the whole family. The family will not see the center as a resource if they feel they are accused, blamed, or rejected. Therefore, it is best if the person who feels comfortable talking with the family be the one who makes this contact. If you think you have negative feelings you can't hide, or if you are angry or shocked, let someone else interact with the family.

Again, remember, it is not your job to judge. Your job is to protect the child and to be a resource to the whole family.

The ECE setting as a therapeutic environment

Children who are abused may be damaged emotionally by the abuse. That damage may be seen in various ways such as difficulty identifying and expressing feelings, behaving aggressively toward other children, engaging in impulsive and overactive behavior, lacking empathy for others, or engaging in negative and oppositional behavior with adults. There are techniques and approaches early childhood programs can utilize to help repair the emotional damage. The key to that repair is gradual change for the abused child from a negative self-image to a positive self-image. As very important figures in the young child's life, early childhood program staff can provide the nurturing, the positive interaction, the love and the caring that is essential for the enhanced self-image and the move toward emotional well-being.

Abused children often have difficulty expressing feelings, and yet it is important that they express feelings as a way of dealing with the abuse on an emotional level. Puppets are valuable tools for encouraging children to think and talk about feelings. Young children easily identify with puppets, and it

is easier to talk about the puppets' feelings than about their own feelings. Caregivers can plan "mini-plays" using puppets who verbalize hurt, angry, or sad feelings, and feelings of low self-esteem. Children can work through their feelings regarding painful issues if they have a way to gain understanding and mastery, and puppets can provide just that. Be sure not to put words into the child's mouth, allow them to be in control of what they wish to express. It is important to remember that abused children usually have confused feelings; they may both love and hate the abuser.

A child who has been abused is often abusive to other children because this is what they have been taught. Spending a few moments a day showing a child how to love and care for animals can be beneficial. Let the child know the animal will feel pain if it is hurt. Do not allow this activity without supervision or the child may abuse the animal.

PROBLEM-SOLVING EXERCISES

1) You have requested that the Child Protective Service Agency come to the school to see a child who tells you she/he has a sore arm. It is determined that the arm is broken and has not received medical attention. The child is taken into protective custody. What do you say to the parent(s) when they come to pick up the child? If parent(s) threaten to sue you, to "get" you for this, what do you say?

2) A father in a family has been found to be sexually abusing his child. (This was reported by a neighbor.) The father was taken out of the home and put in jail. What can you do:

   a) for the mother?

   b) for the child?

3) You report a family for child neglect and the mother suspects you may have been the one who called Child Protective Services. What do you say to her if she asks you?

PREVENTION

THE COMMUNITY AND THE EARLY CHILDHOOD PROGRAM: A PREVENTION APPROACH

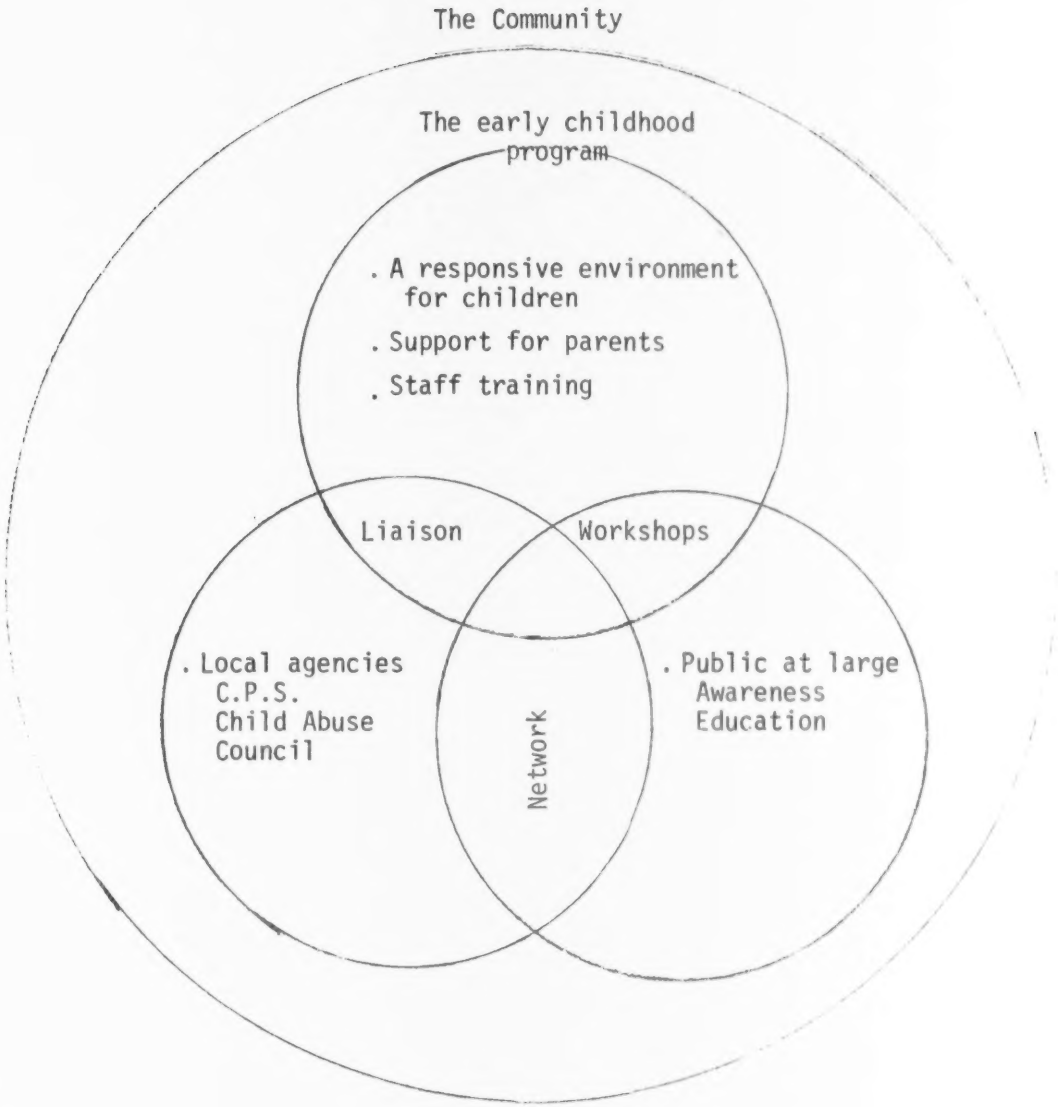
THE COMMUNITY AND THE ECE CENTER:

A PREVENTION APPROACH

The ECE Center is in a unique position to play an important role in preventing abuse and neglect. The program is an important part of the community and functions as a natural link between children, family members, and the community.

The ECE Center:

- Provides nurture for all children enrolled in the program.
- Serves as a model to parents for successful child management.
- Provides support and education to parents.
- Provides information to the communty regarding abuse and neglect.
- Gathers information from agencies involved with abuse and neglect (local CPS, national organizations).
- Cooperates with agencies in the treatment and case management of identified clients.
- Develops staff liaison which interfaces with local agencies and develops inservice training which addresses abuse and neglect issues.
- Develops programs for parents to help cope with the stressors which cause abuse or neglect.


The Community
The early childhood program
. A responsive environment for children
. Support for parents
. Staff training
Liaison
Workshops
. Local agencies
C.P.S.
Child Abuse
Council
Network
. Public at large
Awareness
Education

PREVENTING ABUSE THROUGH PARENT INVOLVEMENT

In order to have parents view the ECE program as an important resource for themselves in the process of child rearing, it is necessary to have parent involvement.

PARENT INVOLVEMENT is:

- planning and implementing ways and means to include the parents in the on-going program.
- recognizing the fact that parents are an important part of the program, its solutions, its successes and failures.
- parents and staff working together as a team to provide education for both parents and children.
- parents and center working together to recognize the needs of the center's children.
- producing happier, more helpful parents, better functioning children and better working staff.
- working together to offer a program which will enable all the children and parents to reach their potential.

Goals of Parent Involvement

. To create a climate that is attuned to the needs of the children, parents, and staff (if applicable).

. To extend the learning of the children from the center to the home by involving the parents in more center-related activities.

. To direct parents to outside agencies for needs which cannot be handled at the center.

. To prevent the abuse/neglect of children.

. To increase communication between staff, administration, and parents.

. To increase awareness of the center's unique problems and ways of dealing with them.

. To help parents value their job of parenting.

Suggested Activities for the Parent

Parents' Library
Peading Club
Fun Night
Parents' Newsletter
Open House
Legislative Letter Writing
Special Speaker
Game Night for Parents & Children
"How to Make It Club"
Holiday Festivities & Celebrations
Demonstrations of Learning Centers
Fathers' Paint-In
Family Excursions
Role Playing
Discussion Sessions
Coffee Hour
Films
Book Fair
Summer Planning
School Fair
Puppet Plays
Picnics
Fashion Fair

Suggested Activities Designed to Aid Parent with Daily Stress

- plan a babysitting co-op
- develop a toy-lending and book library for children
- develop a library for parents
- send home articles on parenting issues

- send home articles on nutrition
- teach a class to adolescents addressing good babysitting principles; give a certificate upon completion
- teach children how to protect themselves from sexual abuse (see bibliography for suggested materials)
- ask parent to help in the classroom with the idea that the parent will observe the staff as a model

PARENT CONFERENCES

1. Review your observations and notes, before the conference.
2. Have a goal in mind before you start.
3. Be sure that you understand child behavior and growth.
4. Have conference in comfortable, quiet place.
5. Have a time limit.
6. Put parent(s) at ease - show respect for the parent.
7. Let parent(s) talk.
8. Remain an accepting listener.
9. When you make comments, talk in terms of the parent(s') feelings
10. You do not have to ask questions to get at important issues. Parents often share if they are comfortable.
11. Do not feel that you're failing in your duty if you fail to give advice. Sometimes it is more important just to listen.
12. When you offer suggestions, never offer only one; offer alternatives.
13. Know what information, such as books, articles, etc. are available.
14. Avoid note taking.
15. Avoid use of technical terms.
16. It helps to restate to the parent the feelings she/he has just expressed.
17. Leave the door open to meet again.
18. Listen! Furthermore, listen because you really care.

PARENT'S OBSERVATION GUIDE

(When Visiting the Center to Observe Their Child at School)

Name of Child _____ Date _____

We welcome your visit to the center. Today you will be observing your child but we hope you will return another time to be involved in the classroom. You will learn about your child by observing him/her with children of his/her own age.

Please use this form as a guide for observing your child.

So that the children will feel less distracted and not become self-conscious by the presence of adults, we ask that you use the following rules (if you must observe from the classroom):

1) Sit on a low chair out of the way of the children and teachers.
2) Do not try to help the children or teachers.
3) Do not talk to children, teachers or other adults while observing. If a child addresses you, answer him/her but do not prolong the conversation.

PLEASE FILL IN THE FOLLOWING.

(You may want to discuss this with your child's teacher.)

What are your child's chief interests today?_____

_____

_____

Does your child have a "special friend"? _____

Does he/she seem confident? _____

Does he/she play with one child at a time or in group situations? _____

_____

Is the group a cooperative situation or are they playing "alone together"?

_____

Does your child tend to lead or follow? _____

Is your child able to communicate his/her ideas:

to other children? _____ to the teacher? _____

Is communication mainly verbal or non-verbal? _____

Does he/she follow directions? _____

Does your child require a lot of "teacher time"? _____

Are there many problems? _____

If so, how does he/she handle them? _____

What skills do you feel your child needs the most help with (at school)?

_____

Have you been comfortable and at ease with his/her behavior today?

_____

Comments, suggestions or problems _____

_____

_____

_____

(Use other side if needed)

Developed by Karen Warr,
Curriculum Coordinator,
Boys Town National Institute for
Communication Disorders in Children.

HOW TO CHOOSE A GOOD EARLY CHILDHOOD PROGRAM

Since there are many different approaches to child rearing, parents have an opportunity when choosing child care, to find the facility which most closely reflects their values and style of discipline.

Atmosphere

- Is the center/home open, relaxed, inviting?
- Is there sufficient staff to give your child the attention needed?
- Is it obvious that the staff enjoys working with children?
- Do the children appear happy and engaged in appropriate activities.
- Are children listened to and treated with respect?

Discipline

- When children need to be disciplined, who does it, how is it done?
- Are children given clear rules and directions?
- When children become frustrated, confused, or angry does the caregiver/ teacher help the child handle and express feelings?

Activities

- Are the activities appropriate for the ages of the children?
- Do children have an opportunity to make choices?
- Are children encouraged to be creative and use materials creatively?
- Are children encouraged to share ideas and make plans?
- Are children learning to get along with one another?
- Is space available for quiet play apart from the group?

Program

. Are daily activities planned ahead of time?

. Are quiet activities planned after active activities?

. How are meals planned? Does the staff take into consideration likes, dislikes, and allergies regarding food?

. Is rest time adequately supervised?

. Are music, literature, science, make believe, large and small muscle development included in the program?

. Are there enough toys for the children?

Administration (Where Applicable)

. Is someone in charge of the center at all times?

. Are accurate, current records kept on each child?

. When a child is ill or has an accident, how is this handled?

. Are staff qualified to look after children?

. Is the staff screened before employment?

. Are fees clearly established and explained?

Setting

. Is the facility free from dangerous or private areas?

. Is the facility clean and well maintained?

. Is there enough space, lighting, warmth for the children?

. How is toileting taken care of?

DISCUSSION

1. What would be important in you developing ongoing staff inservice training?
2. How can you help parents take advantage of the center's resources?
3. How would you plan an abuse/neglect awareness week in your community?
4. How do you demonstrate to community agencies that you have the professional expertise to be a part of an abuse/neglect network?
5. Discuss and list ways the center can change societal stressors within the community.
6. Discuss an abuse/neglect prevention program for parents.

MINIMIZING RISK OF ABUSE IN EARLY CHILDHOOD PROGRAMS

MINIMIZING RISK FOR ABUSE

Of course, no one wants to consider the possibility of abuse taking place in his/her own program, but abuse of children can happen in any setting, and an "open eyes, open mind" approach is an important first step in preventing abuse. On the other hand, denial of the possibility of abuse increases the risk. Abuse can flourish in an atmosphere of denial because the denial is compatible with the hidden nature of the abuse.

One of the most consistent aspects of abuse is that it is secret. Abusers of children, particularly sexual abusers, threaten the child with violence if they tell. Just as no program is immune to the possibility of abuse, no child is immune to abuse. Although most of us would like to think that very young babies are not at risk for abuse, particularly sexual abuse, such abuse does occur. Infants of only a few days or weeks of age are injured by adults who abuse them physically and sexually.

Two important factors contributing to abuse in early childhood settings are:

a) a closed environment with adults having access to children alone for long periods of time.

b) ineffective screening of the persons working with the children.

To minimize the risk for abuse, there are some suggested procedures which should be followed when there is more than one teacher or caregiver:

1. Encourage parents to drop in at any time.
2. Toileting must be supervised by two people.
3. Nap time must be supervised by two people.

4. Require references on all persons working in the program. You may request law enforcement and the Department of Social Services for history of abuse of children.
5. Ask people who "hang around" why they are there.
6. Never allow a child to leave with an unauthorized person/or go anywhere alone with anyone.
7. Report all injuries that occur in the early childhood setting in triplicate, one to the director (if applicable), one to the parent, the teacher keeps one in the child's file.
8. Use qualified staff and quality child care practices.
9. Keep up-to-date records on each child.
    a. name, address, telephone number, birth date

    b. health check by physician
    c. a form of current information
        i. who is responsible for the child/who else is in the home.
        ii. who can take the child from the center and who may visit.
        iii. notice of allergies.
        vi. background questionnaire/development.

<u>These precautions will not only avoid potential abuse and neglect but will also protect caregivers from being falsely accused of abuse.</u>

PREVENTING ABUSE IN THE ECE SETTING*

"CLOSED" ENVIRONMENT/UNHEALTHY	"OPEN" ENVIRONMENT/HEALTHY
1. Parents not allowed to visit	1. Parents may visit at any time
2. Physical arrangement lends itself to extreme privacy	2. Physical arrangement open
3. One adult in charge of children	3. Team teaching with a primary teacher for each child
4. Visitors come and go without monitoring	4. Visitors sign in and are screened
5. Children not signed in or out	5. Children are signed in or out
6. Children allowed to leave with anyone	6. Children leave with authorized persons only
7. Babies changed in private	7. Babies changed in classroom
8. Children toilet with one adult	8. Children toilet with two adults
9. Injuries unexplained	9. Injuries are reported in triplicate (teacher, director, parent)
10. Children leave with staff in their own vehicles	10. Children are not transported by staff
11. Destructive disciplinary practices are used	11. Positive disciplinary practices are used at all times
12. Children punished by withholding food	12. Food is never withheld as punishment
13. Staff not accountable for unusual events	13. Staff documents unusual events
14. Staff unavailable to parents	14. Staff is available to parents
15. Staff untrained, no qualifications, requires no references	15. Staff qualified to work with children; background checked through police and Department of Social Services

16. a) Staff overworked, burned out/ stressed b) Not enough staff--ratio of children to staff exceeds guidelines of license	16. Staff ratio adequate
17. No records on children	17. Records on children are kept up-to-date

* These guidelines apply primarily to day care centers and preschools rather than day care homes.

DANGER SIGNALS THE EARLY CHILDHOOD SETTING

1. A statement by a child that he/she has been hurt or inappropriately touched.
2. Reluctance of a child to be with a staff member.
3. Inappropriate and/or harsh practices by any staff member.
4. A display of anger directed at a specific child.
5. An inappropriate interest in a child by an adult.
6. An adult who appears to arrange ways to be alone with children.
7. Injuries which are unreported.
8. "Burn out" of staff members.

If these signals appear, it is important to look further. They are important clues that something harmful, possibly abuse, is occurring within your setting. Never disregard a statement made by a child. Encourage the child to talk about what has happened. Don't try to "cover up" or handle a suspected abuse situation by yourself. If the signals point to abuse, contact Child Protective Services for assistance.

Who Abuses Children?

Potential abusers of children can fit into many categories:

Parents/foster parents	Babysitters
Step-parents	Uncles, Aunts
Neighbors	Friends
Grandparents	Teachers
Siblings	Doctors
Repairmen	Clergy
Etc.	

In other words, almost anyone can be a child abuser. Often, the person abusing the child is someone the child knows and trusts.

Child abusers come from all walks of life. We tend to think that people we know and like do not abuse children; however, the person who is abusing children may be the very person "we least suspect." Therefore, it is important

to follow guidelines for screening all adults and adolesents, including volunteers, who work in the program.

HOME DAY CARE PROVIDERS

There are many advantages for children cared for in home environments as opposed to a larger "center." Children can enjoy the "home-like" environment, participate in cooking meals and enjoy the nurturing of a consistent caregiver.

Some of the special areas of concern for the home provider are:

1. To make the home environment safe for children:
   - . matches and poisons stored safely
   - . medicines kept locked away
   - . stairways blocked by gates
   - . kitchen supervised at all times since children can climb and get burned or cut (turn pot handles to back of stove)
   - . gates and fences secured

2. To keep the caregiver in good spirits and avoid burnout due to isolation:
   - . provide time for relaxation and freedom from responsibility
   - . have reliable back-up in case of illness
   - . keep emergency telephone numbers available in case of accidents
   - . be assertive regarding parents who do not pay on time
   - . be assertive when parents do not come for children on time
   - . have resources available for problems with particular children or parents

THE HANDICAPPED CHILD

Children who are handicapped are more "at risk" for abuse and neglect than are non-handicapped children. Therefore, ECE caregivers should be particularly alert to signs of abuse in any child with an obvious physical, emotional, or mental handicap, or in a child who is merely perceived by parents, teachers, or peers as being "different".

Mainstreaming handicapped children

The integration of a handicapped or special-needs child into the regular ECE program carries large benefits for everyone involved.

. benefits of mainstreaming the handicapped child:

  provides a supportive but "real-world" educational setting

  improves self-esteem

  provides broader social opportunities

. benefits to the other children:

  develops empathy and acceptance

  fosters helping attitudes

. benefits to parents:

  learn coping skills

  model after professionals

. benefits to ECE center:

  develops range of professional acceptance

  serves community in profound and lasting way

  attracts special aids and volunteers to enrich program.

Guidelines for mainstreaming the handicapped

- . be sure the child is capable of your expectations
- . be sure the child understands what you are asking of them
- . maintain eye contact
- . be consistent
- . demonstrate to the child what you are asking whenever possible
- . give praise often when the child is successful (smile a lot)
- . when using time out, use a timer so the child knows what to expect
- . play with the child often, make sure he/she doesn't feel left out
- . handicapped children often enjoy activities such as play dough, musical instruments, being read to and play with other children

Remember, these children are not always able to share bad experiences, therefore, it is important to be especially watchful for signs of abuse or neglect. Because of their difficulty in communicating abuse, it is especially important to insist that handicapped children not be left alone in the care of one staff member.

It is not possible to deal specifically with the various types of handicaps in this handbook. It is clear, however, that children with special needs require substantially more time and attention than other children. It is therefore usually necessary to recruit supplemental staff. Often, this need can be met by contacting the social or medical agencies that specialize in the area of the special needs of a particular child. For example, blind children may be provided with a volunteer aide through the Braille Institute, crippled children through March of Dimes, and so on. By having an extra person who understands the specific needs and problems of the child, the staff can treat the children as a group, as well as having the help needed to mainstream the handicapped child into the program.

REPORT OF INJURY--TRIPLICATE

OUCH REPORT

Child's name_____ Date_____

Type of injury_____

_____

Where injury occurred _____

_____

Time of report_____

Type of first aid_____

_____

_____

_____

Signature of caregiver_____

One copy to Parent

One copy to Program Director

One copy in Child's File

SCREENING APPLICANTS

A screening procedure is important in the staff selection process. All staff including janitors, cooks, and transportation workers should be screened.

1. Make a background check by asking for and calling references.

2. Ask potential employees -

   a) Why do they want to work with children?

   b) How do they discipline? (Gives examples of behavior for them to problem-solve).

   c) Ask how they were disciplined as children.

   d) Ask about their knowledge of child development.

   e) Ask what they would do if they "suspected" a child was being abused or neglected.

   f) Ask if they feel parents who abuse or neglect children should be punished or rehabilitated.

3. Ask how they feel about working with the handicapped.

4. Ask how they feel about children of different races.

Qualities to Look For

1. Does this person appear flexible?

2. Does this person listen as well as talk?

3. Does this person appear open and honest?

4. Is this person well groomed?

5. Would this person be a good role model for children?

Develop a job description for the position and be sure the prospective employee understands and agrees to all terms. Make the employment term probationary for three months.

MONITORING AND SCREENING VOLUNTEERS

Older children or adolescents as well as adult volunteers, play an important role in the program. A job description should be given all volunteers. They must be aware that discipline, toileting, supervision, and reporting to parents is the job of the staff. Policies of confidentiality should be explained. The following should be addressed when any non-staff person(s) has a role in the care of the children.

1. Why are they involved with the center?
2. If there is a valid reason for them to be there -
   a) Supervise all persons at all times. Non-staff may not be left in charge of any children.
   b) Watch how they interact with children. Stop any inappropriate behavior.

Typical Job Description for Volunteers

You may be asked to:

- mix paint/clean up after activities
- read stories
- clean tables
- help children with coats, sweaters, etc.
- play games with specific children
- put out or put away resting cots (or other appropriate tasks)

Please do not:

- discuss children with parents
- take children to the bathroom
- discipline children, (this is the teacher's job)
- supervise children without staff members present

DISCIPLINARY PRACTICES

DISCIPLINARY PRACTICES WITHIN THE CHILD CARE SETTING

The word discipline means to "teach". All disciplinary action must be within the framework of "positive intervention". Children misbehave for various reasons. If a child's behavior is truely unmanageable, then the child's family should be encouraged to seek professional help for themselves and the child. Children who have been abused often have behavior problems. They need a positive, accepting environment to help heal the wounds of abuse yet their behavior often invites more rejection and abuse.

COMPARISON OF DISCIPLINARY PRACTICES

ABUSIVE DISCIPLINE	POSITIVE DISCIPLINE
1. "You bad girl, you never share anything!" (Intended to shame the child)	1. Use positive statements for rules ("Please share the toy".)
2. "You put that toy away now--do as I say--now!" (Demanding and authoritarian tone).	2. "It's time to put the toys away now.
3. Grabbing a child anywhere on their body.	3. Place a hand gently on the child to get attention--keep eye-to-eye contact.
4. Isolating a child in a frightening place or giving "time out" for long periods.	4. Place the child on a "time out" chair for 2-3 minutes if they have had one warning.
5. Withholding food as punishment.	5. If a child chooses not to eat, don't force food.
6. Comparing a child to another--"Sally can do it, why can't you?"	6. Give children lots or praise. Constantly promote high self-esteem. Treat children with respect.
7. Ridiculing a child--"You are so stupid, you spilled your juice."	7. Accept mistakes--"I see you spilled your juice, John, get a paper towel and clean it up."
8. Hitting, shaming, or demeaning a child.	8. Use a "special" puppet to remind children of school rules.

STAFF SUPPORT

1. Avoid burnout--take a break from the job when needed.
2. Arrange for help and support when you are experiencing stress.
3. Plan group activities with other caregivers (rap groups; problem-solving sessions).
4. Participate in training programs on an ongoing basis.
5. Join your local ECE association.
6. Ask another staff member to take a child with whom you can't relate.
7. Reflect on your expectations of yourself. Are they realistic?
8. Develop other interests and fun activities apart from your responsibilities with the children.

REFRAMING VALUES AND BELIEFS

The way we think about situations affects the way we interact with children and adults. The following are examples of positive and negative ways of thinking or commenting on the same situation.

DESTRUCTIVE STATEMENTS:	CONSTRUCTIVE STATEMENTS:
Susan is a very naughty child.	Susan is trying to get attention by breaking the rules.
What Susan needs is a "good" spanking to straighten her out.	Susan should be given a lot of praise when she is cooperative.
Don't ask Susan to do anything--she doesn't do anything right!	"Susan, I need your help to pass out the napkins and cups."
Susan has a filthy mouth--her parents are disgusting, the way they talk.	"Susan, we don't use words like that here at school."
John is so stupid and ugly.	John needs lots of assurance to help his self-esteem due to his handicap.
Children who are (race) are so dumb!	Every child and adult has value and worth.
John's mother treats him like a dog, she's the dog, just look at how she looks.	John's mother sure needs lots of help with him.
Janet can't even cut along the line, and she's almost 5.	Some children can cut with scissors by 4 years of age. Some aren't ready.
I know everything about children.	I made a mistake. I am really sorry.
"How many times do I have to tell you what to do?"	"Carol, you put your coat on the wrong hook--here is your's."
The Smith's home is just disgusting. I don't know how they can live in that pig pen.	The Smith's home was very messy, but they love and care for the children.

DISCUSSION

Case Studies for Identifying Cues and Spotting Situations Which Could Lead to Abuse/Neglect in the ECE Setting

1. You have told the director of the center that you suspect a child is malnourished. You have had a parent conference and a home visit at 7:00 p.m. At that time you noticed that this family allows their 9-year-old daughter to make sandwiches for all the children. You realize that this is their dinner. Also, there is a smell of marijuana in the house. You give the director all documented information with a request that a neglect report be made to CPS. When you check two days later the director has not made a report. Discuss and problem-solve.

2. You have an adolescent who has been assigned to the center as a volunteer worker during the summer. This teen is working because she is a ward of the court and a status offender. She teases the children and makes them cry. Discuss and problem solve.

3. You notice that a co-worker, who works well with most children, shows a dislike for and constantly "picks on" a specific child. Discuss and problem solve.

4. During teacher break time, there are not enough caregivers to supervise the children in a way you know will assure child safety. Discuss and problem solve.

5. You are hired in a child care center and you rely on the salary for all your needs. You realize after only a few days that abusive discipline is used and condoned by all staff members. Discuss and problem solve.

6. There is a place on the playground of your center which is out of view of everyone. Discuss the potential hazards of this and what can be done about it.

7. The center you work in has a manadatory nap time for all children. In order to enforce this, children are required to lie on their stomachs with their arms by their sides. Discuss and problem solve.

8. Children are tired and hungry by 5:30 or 6:00 p.m. when they have been at the center all day. A child has been very difficult that day and when his mother picks him up, he whines and cries. It is obvious to you the mother is also very tired and cranky. She asks you if he was good or not. Is this the best time for a parent conference? Discuss and problem solve.

9. A child refuses to come to the lunch table and when you try to force him, he has a temper tantrum. Discuss and problem solve.

10. A child tries to run out of the front door of the center which leads to a parking lot. When you try to keep the child from running out, the child starts to hit and kick you. The child is out of control. Discuss and problem solve.

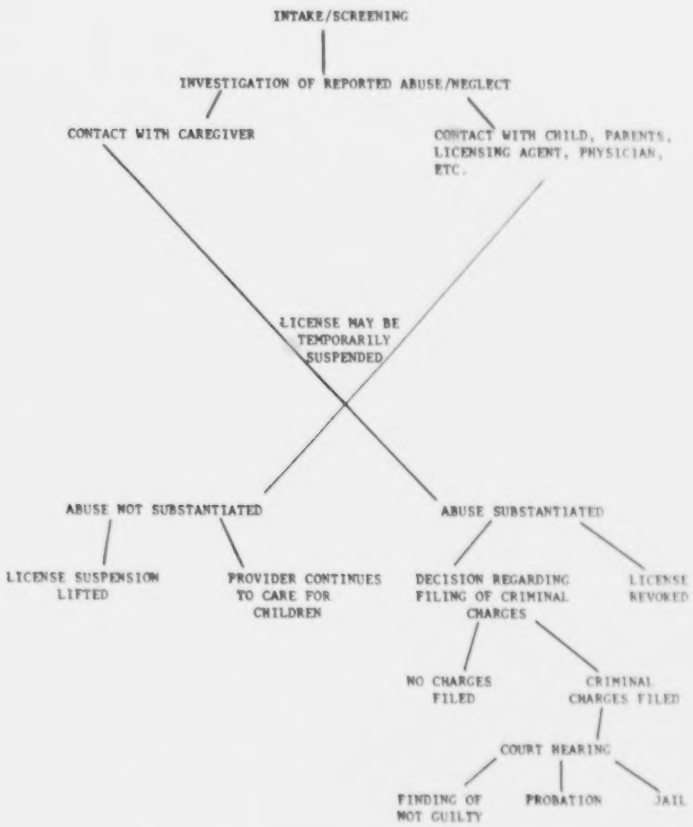
11. You have a child in your day care home whom you know has been abused and the family is in treatment. The child is abusive to other children and does not respond well to the adult caregivers's nurturing. Is this behavior to be expected? Discuss and problem solve.

IF YOU ARE REPORTED

IF YOU ARE REPORTED

What to expect

The general process for investigating child abuse and/or neglect charges may vary across the state. The diagram below summarizes the procedures which many localities use when investigating complaints against an individual caring for children in a ECE setting. It is important to note that Child Protective Services coordinates child care complaints with the state child care regulatory agency. The license of a ECE provider may be temporarily suspended during an investigation (or permanently revoked).



How to Make the Best of a Bad Situation

Because of a few recent highly-publicized cases of child abuse in childcare facilities, many parents have become sensitive to and suspicious of this possibility. This in turn makes some caregivers/teachers feel vulnerable and uneasy about their work and the possibility of being reported to CPS for "almost anything."

Again, the center which maintains an "open" environment, one which nurtures children and hires qualified staff, would be less likely to be reported. However, should you be reported,

- maintain your composure and professionalism
- prepare a written record of all the events pertaining to the alleged abuse
- avoid arguing or being defensive with investigators
- in order to control damaging rumors, hand out a brief written statement to parents. If necessary, consult your attorney

Remember that a report of abuse or neglect is not a charge of a crime, it is the beginning of an investigation to determine if abuse/neglect has, in fact, taken place, and you should be treated with respect, the same way a parent should be treated under similar circumstances. Try to hand on to the belief that the priority is the protection of children. A focus on the child can decrease a tendency to become defensive.

Rights of Individuals Accused of Abuse or Neglect

- You have the right to know the contents of the allegations in the report against you.
- You have the right to know the name, address, and telephone number of the CPS investigator.
- You have the right to an attorney.
- You have the right to refuse interviews by the press.
- It is in your best interest to cooperate fully with CPS and the investigation process.
- Keep all details and information as factual as possible. Document any relevant information and keep a diary of events.

EXERCISES TO HELP IDENTIFY FEELINGS REGARDING ABUSE BY PEOPLE WE KNOW AND WORK WITH

1. You have been reported to CPS by a parent you know well and like. This parent has accused you of spanking her child at school. Identify your feelings.

2. You discover your 15-year-old son has sexually molested a 5-year-old girl for whom you are caring. Identify your feelings.

3. Your sister (who is 23 years old) shares with you that your father sexually molested her. He molested you too, but you have never told anyone. Identify your feelings.

4. Your best girlfriend's husband has been accused of beating their children. Identify your feelings.

5. A co-worker at the center that has been charged with child abuse. The charge is she has twisted childrens' arms when she got angry. Identify your feelings.